



# Break

In search of truth

"In these hard times the thing already seems strangely dated. It is a good reminder that, in education, we're not talking about eternal truths. But we spent a half of a long time looking for some—let's say, the consuming thing I've ever done."

The Schools Council working party on the Whole Curriculum 11-16, whose report is published this week (page 5), was a pretty searing experience for its members. It was set up in 1971, to work for two years, and went on longer.

Not long before a lot of project directors had had a heavy get-together at Scarborough, talking about the curriculum for young school leavers. The feeling was that people had been working away in isolated patches—it was time to get things together. In a sense the whole curriculum exercise marks the end of the first great optimism to divide the Schools Council.

It is even found in grey and black, suitable for a funeral oration.

The new working party met monthly at the Schools Council, then had long weekends every three months at comfortable hotels.

The 30-odd members were mainly old Schools Council hands. Academics—Ross of Middle Schools, Kershaw of Newfield Schools, Eggleston from Keele, Humanities Curriculum Project Stanhouse, Geoffrey ("I'm only an assessor here") Pomeroy, from the Inspectorate, and Geoffrey Hubbard, from the Council for Educational Technology.

Several powerful models of modern comprehensive heads—Dennis John of Nuffield, Bristol, full of his Elizabeth Richardson experiments, Bernard Baxter of Longbenton, Newcastle, in the middle of consulting for the BBC RSLA programmes, Alan Bassett of Eggleston, co Durham, Michael Marland of Wandbury Down, London, with organization models, invariable diagrams and inner city experience.

At the beginning, Tim McMillan from Consett, was there, selling what he hoped would become an even newer mode. And the enlightened Donald Frith, of Archbishop Holgate's in York, and D. C. Lloyd, master of Merchant Taylor's lower school, represented older traditions.

The new, expansionist further education sector was represented by John Baillie, from Hammersmith. A dogged voice from the staffroom came from one of the younger members, Tessa Roper, then teaching at Perry Common, in Birmingham. She bravely argued, over the months and years, that most of the discussion would be incomprehensible to many teachers—even relatively been and informed ones, like herself.

Finally, there was the chairman, Leslie Drew, CBE at Swansea (now retired), ending a long career as an administrator with this occasion into the higher flights of curriculum theory.

They all started searching for those eternal truths, and scouring first's forms and fields of know-

ledge and Platon's symbolics, syncretisms and synopses to find an Adele's stone. An early rift developed between those who thought there was something called Knowledge out there somewhere, if only it could be defined, named and packaged, and those who took a relativist position about the value of traditional subjects.

The latter group were much strengthened by the contributions of all the Schools Council subject committees, who were asked to define the particular aims and purposes of their subject. It turned out that every subject embraced the whole of human life, and each was the perfect way of inculcating an identical set of skills and values.

One group, led by Pether and Hubbard, wanted to talk about education for values and the quality of life. They eventually wrote a valuable paper on the "quality of life like the American constitution" said a member. But that does not appear in the final report. The values group were soon submerged in talk of the hidden curriculum, the rights of parents and pupils, and what schools do to children in practice.

But the realists by no means spoke with one voice. In fact, it was possible for some of them to end up with a kind of secondary modern, identifying and prescribing good practice (with Ross supplying rhetoric, Kershaw clear thinking about core curriculum, and some of the heads practical management advice). They weren't allowed to, on the voice of Lawrence Stanhouse on low teachers' fall to regard in prescribing was too compelling.

Stanhouse was reinforced by the arrival of John Hupkin, who had worked on the Humanities curriculum project and took on the thankless job of secretary to the working



"It seems that our first eleven is too strong. Five of them will be bussed to another school."

party after it had been going for six months. (He is now director of the Advisory Centre for Education.) And John Egleston, who by then was playing an invaluable role as mediator and diplomat, had clear and—for some people—too strong a party—radical views on the sociological and economic realities of schooling.

It would be wrong to make it all sound too exciting. The atmosphere was mostly amiable, agreeable and encouragingly non-committal. When Hupkin arrived his first job was to get something out of papers. He failed miserably, was prepared to agree to his interpretation of what had been said so far. So the working party broke into small groups. Each prepared a report and each was greeted pretty coolly by the others.

After Ross, at this point, abandoned the ship, and many others must have felt like following suit. Finally, as the two years were running out, a small drafting committee got together, drafted out a synopsis that was acceptable to most people, and Hupkin started to write a report. Chapters went through draft after draft only to be torn to pieces by the working party. The most controversial chapter, recommending new kinds of assessment, went through seven drafts.

Then, just when Drew and Hupkin were drawing deep breaths of relief, with a draft report that seemed acceptable to everyone, John Stroud, joint secretary of the Schools Council, dropped a bombshell—as a council officer, he said, he had to say he didn't think council committees should accept it. In the event, the Schools Council's interim committee passed it without demur.

Nobody seems particularly happy with the final report. "An agenda for a lot of hard discussion on the ground," was the most positive comment I got. "An exercise not to be repeated," seemed to be the general feeling. The activists hope that the clichés and compromise language do not quite mask their own pet bits. And indeed, some individual voices seeped out through a fractured and muted way—Marland on organization, Stanhouse on curriculum.

But then nobody could have expected a Schools Council report, carefully balancing interest groups, to make much of such a huge subject. And they all seem to agree that the Aristides predicted three years ago it was a terrific—though much too long—draw-out—piece of inservice education for the members of the working party.

Aristides

# THE TIMES Educational Supplement

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## Councils refuse to carry the can for Crosland's cuts

by Mark Jackson

A battle has begun to fix the blame for what education authorities throughout the country see as an unavoidable reduction in their standards.

Their rejection—with something like defiance—the Government's claim that spending can be frozen without harm to the schools. The claim is implied in the circular issued jointly last week by the Department of the Environment and the Department of Education and Science, which imposes a standstill in educational spending growth and lists what L.E.A.s should do to secure this. The education section of the circular—prepared by the DES—says: "Only by strict economy and careful planning will it be possible to achieve the need for reductions of standards."

The education authorities say the implication is that if they prune their range of services along the lines advised, they will be able to keep within the expenditure limit. They believe the Government know this is not so, and are preparing to pass the blame to the authorities for the attack on basic standards which may be being forced into them.

An attack of this kind is that the chief education officers have been pressing the education secretary to provide some genuine guidance on priorities. They could use this to resist the mounting pressure from those local authorities who are prepared to sacrifice educational standards in their anxiety to relieve the rates.

Now it seems to the C.E.O.s that the Secretary of State, for the Government's own political reasons, has sold them down the river—the effect of the circular will be to strengthen the hand of those who want to cut back education services.

The Council of Local Education Authorities plan to confront Mr. Fred Mulley, the Education Secretary, at the next of their regular consultation meetings, and demand that he publicly acknowledges the situation.

Mrs. Elizabeth Coker, CLEA chairman, said this week: "Apart from the change in nursery arrangements, most of the L.E.A.s have already examined in the current year's estimates the economies which the circular suggests as a way of meeting the costs of the extra pupils and students who will have to be provided for."

"It is simply not possible to maintain the present educational standards within a standstill situation, and the sooner this is publicly acknowledged the better."

"We shall not be slow to take up the points with the minister."



"Penny for your thoughts, headmaster?"

Selection for gifted?

Gifted children are not a privileged elite but an invaluable asset for society, the first world conference on gifted children was told in London last week. Bob Doe reports, page 3

Coming out of the kitchen: Stephen Barber traces the history of percussion instruments, page 27

Community comes: Dick Atkinson outlines ways of getting schools and pupils back to grass-roots, page 2

Science, page 16 The British Association, compasses and magnets.

Foreign, pages 18, 19 French Budgetary proposals—will mean thousands more jobs, but in Australia cuts are on the way.

Letters, pages 20, 21 Play centres: cuts; the angry brigade; Cambridge Syndicate's A level history.

Features, page 34 David Bull on Krishnamurti's English educational views.

Books, pages 28-31 Tim Mo on style in history; Geoffrey Brevint on French literature; R. S.

## Unfair deal for the universities

A Parliamentary select committee report says university research has suffered while undergraduate teaching has been protected from the economic crisis. page 5

## Servants for the Big Bike

A new generation of super bikes for the rich and trendy requires a new generation of super mechanics. page 14

## Radical changes in training urged

Radical re-orientation of teacher training was urged at last week's International Conference on Education in Geneva. page 12

## Race against time

Teachers, community relations workers, curriculum developers, publishers, parents and lecturers contribute to a special four-page feature section on multi-racial education. pages 23-26

## Still in the sunshine

Prep school heads gathered in Oxford last week to bask in an Indian summer of record pupil numbers, increasingly threatened by inflation and competition from the direct grant schools. page 13



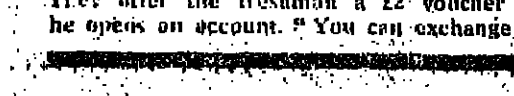
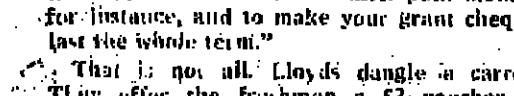
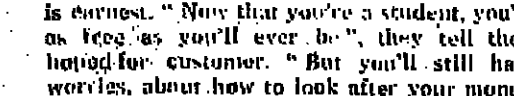
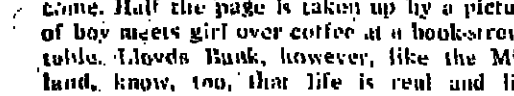
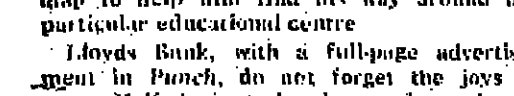
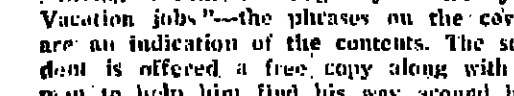
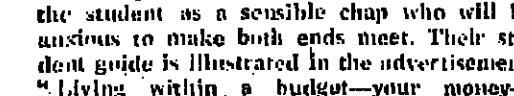
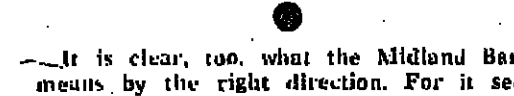
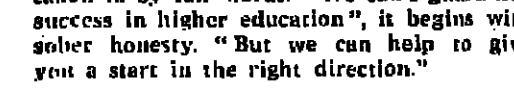
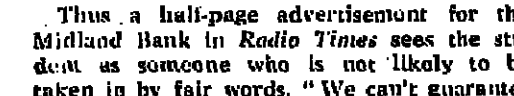
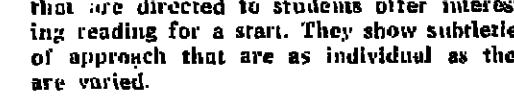
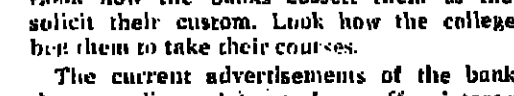
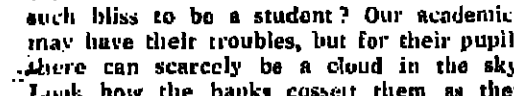
many O'Day on the Reformation; Brian Gaudes on the English; Simon Jenkins on London; science textbooks.

Resources, page 31-36 Anne Barnes reviews a new programme learning kit; John Lawton on materials on mental health; Noel Crocker reviews comic strips from the Consumer Association.

Arts reviews, pages 91, 92 Robert Wood on the Edinburgh Festival; Robert Shaw and Nico Koster review new TV series; Owen Surridge and Amanda Woods write on films; Briefings.

Teachers, page 2; Personal columns, page 4; Film, page 17; Sport, page 22; Aristides, page 95; Buckley, page 96; Chess, page 96.

Classified ad index



for books, pads, pens, not-books or any other goods at most bookshops in the British Isles.

Barclays Bank, by contrast, adopt a quite different tack. In, for instance, their full-page advertisement in *The Times* and the *Daily Express*, their line is to say: "We'd like to think we are the first bank to stop treating students like children," this bank dealing with a satisfaction that seems a little hard on their competitors; and the rest of the page is devoted to showing what they mean.

Barclays, it is evident, know all about the errors. "Most banks want your business free goodies," they point out to the student.

"Last year, for example, Lloyds and Williams and Glyn's gave gift vouchers, National Westminster chipped in scenic cleavages, while we offered Parker ball-pens."

"The problem is what do we offer this year, a bigger gift? It struck us that it might be more original to offer a better bank."

So out go the gimmicks. Barclays Bank have no doubts what a better bank means: "In comes something no other bank has ever trusted students with before: a Cash Card."

"It means you can walk into any of our branches and get up to £10 cash a day with no questions asked."

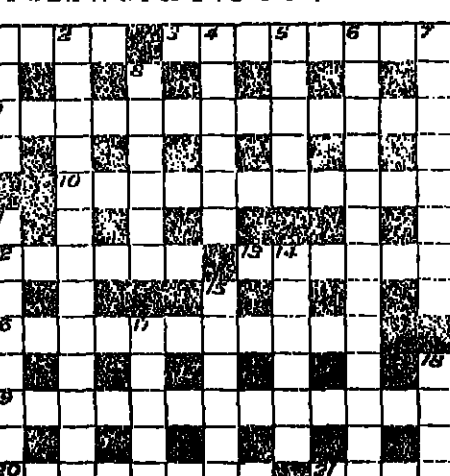
Nor is that all. "Who do you ask," the bank demand with a fine disregard for grammar, "if you need a little something to tide you over?" They have the answer. For there, ready to look after the student in this and other matters, is their new student business officer. "And we mean look after—not just shake your hand give you a map of the town," Barclays promise. One can fully hope that that bit about a map is not a side-swipe at the poor old Midland.

All this, of course, is just a sample of the blandishments the banks now offer the students. But the phenomenon seems to grow every year and it poses a question.

In the *Daily Mail* Lord David Cecil has just been quoted on the difficulty he had in getting into Oxford. "I failed the examination—the equivalent of school certificates—three times because of being so hopeless at mathematics and all that kind of thing."

There must be plenty of students like him and plenty who have no head for finance. Who is there, then, to guide their choice between a £2 voucher or free standing orders, between a student business officer or a map of their educational whereabouts?

## Crossword No 997



Across  
1 Criterion of over-much drinking (4). 9 Suller to take

Down  
1 Reason for numbers (4). 2 No sitting down for the loser at the 19th hole (3, 3, 5).

3 The of work that never completes a job? (5). 6 Incomplete R.N. spinner? (9, 4).

7 Thick chief support can be relied on (4). 8 No doubt he has long ideas (6).

9 The day at the shop that had to be hurried (11). 10 In addition, these were joyful dances (13).

11 The pleasure dome of the emperor (10). 12 The pleasure dome of the emperor (10).

13 The pleasure dome of the emperor (10). 14 The pleasure dome of the emperor (10).

15 The pleasure dome of the emperor (10). 16 The pleasure dome of the emperor (10).

17 The pleasure dome of the emperor (10). 18 The pleasure dome of the emperor (10).

19 The pleasure dome of the emperor (10). 20 The pleasure dome of the emperor (10).

21 The pleasure dome of the emperor (10). 22 The pleasure dome of the emperor (10).

23 The pleasure dome of the emperor (10). 24 The pleasure dome of the emperor (10).

10 Objectively, puny and for their (4, 2). 11 The day at the shop that had to be hurried (11).

12 The day at the shop that had to be hurried (11). 13 The day at the shop that had to be hurried (11).

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## Nothing to sweeten the dose

There is no way of sugaring the pill: Circular 10.75 is grim. It marks the full entry of the education service into recession. The Chancellor may convince the electorate that this is necessary; he cannot hide the fact that it will damage the education service and lower standards. And things are going to get worse before they get better: if the Chancellor sticks to his guns, this is not a short-term squeeze but the beginning of a long haul. (Of course he may not stick to his guns but the Chancellor's threats.)

The teachers' unions are predictably bitter: they have reason to be. The great intention, of which the Houghton windfall was a part, is now going to impact directly on teacher employment. The basic principle of the circular is fit growth in real terms, and this is interpreted (among other things) as meaning no improvement in the pupil-teacher ratio. The number of primary pupils is expected to drop by 74,000, while the number of secondary schools will go up by 97,000. Thus, the circular, therefore, this total number of teachers should not rise next year by more than about 2,000. This can only be achieved by squeezing out every possible primary school post which can be saved as numbers fall. This will be quite impossible to do without the cooperation of the teachers' unions, which is unlikely.

A net increase of 2,000 teachers compares with increases of from 8,000 to 20,000 in recent years. Depending on what happens to married women returners and the pattern of retirement and wastage, it could well be that only one in two of next year's newly qualified teachers will be able to get teaching jobs.

The circular is bad enough but the reality is likely to be considerably worse. The Government are engaging in political doubletalk: when they suggest that by holding back spending in the manner suggested it will be possible "to offset the need for reduction of standards". If this were true, this whole exercise would be easier to accept. But the Department of Education and Science and every local education authority know that standards are going to have to be reduced if there is to be fit growth. There is a certain amount of committed growth already in the pipeline which will have to be paid

for and some aspects of the present education service will certainly have to be cut back to release the necessary resources. The L.E.A.s reckon this will amount to as much as 3 to 5 per cent. The DES (inevitably) puts a lower figure on it, but still admit that there is an inescapable growth element, variously estimated at 11 to 2 per cent.

Mrs. Coker's statement on behalf of the Council of Local Education Authorities, quoted above, shows that Mr. Mulley is going to have difficulty in convincing the CLEA that he is coming clean. "These are days when everyone searches for a scapegoat. There seems to be desperate attempts in ministerial circles to suggest that, somehow, the circular has been put together at an official level and presented to the politicians as a fait accompli—even though what the circular says is, as far as it goes, no more than the logical expression of a decision to peg real expenditures. The L.E.A.s, as usual, want something in black and white which they can quote to their own electors to pin the blame squarely on the central government. Now, with good reason, they say

that the circular understates what will have to be done—what is already being done."

This is only the first stage of an acrimonious wrangle. The next stage will come in the rate support grant negotiations, after which another, more detailed, circular of guidance is promised. Not until the end of the day, when the final sums are added up, will it be possible to say whether L.E.A.s will have to make all the draconian cuts now asked of them, or whether, as before, they will have to meet some of their difficulties by over-spending.

No comment

Reprinted for September 1975, or its soon as possible thereafter, TEACHER OF MUSIC with ability and enthusiasm to show his teaching at the subject throughout the school and particularly with L.E.A. pupils. Opportunity for kids with drama extra within a well equipped department. From a Catholic Education Committee advertisement.

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## Gifts not packaging

After an erratic and unconvincing start, the National Association for Gifted Children has gradually gathered respectability and stature. This week's first world conference on gifted children, held in London with strong representation from North America (page 3), is the latest achievement of a body which sees itself as a pressure group for high talent, in an age which prefers safe mediocrity to anything which can be stigmatised as elitism.

It ought to require no apology to be concerned for the nurturing of gifts and talents. Any commitment to good education for all must mean a commitment to giving every pupil the opportunity to blossom to the full and for every talent to be identified and fostered. Only the most bigoted social horizontalist could believe it right to cut off the early bloomers because they stick out of line. There are no social objectives for the education system as a whole which could justify the neglect of valued gifts and talents.

In fact, of course, a pressure group for gifted children collects a lot of camp followers (including pushing parents) whose definition of gifts is unduly narrow, and

whose ideas are embedded in particular institutional solutions like grammar schools and direct grant schools which, whatever their merits, have never been particularly good at spotting, or fostering creative talent, any more than have universities which instinctively value criticism more than creation. Lord James did the world conference no favour by using its platform for a political comment on the direct grant school issue: he is entitled to his views, and there are many who agree with him; but the only justification for having an association for gifted children is in the fact that their interests cannot be packaged up neatly and confined within elite institutions.

It was entertaining to hear some of the American contributions, to note how far they were from sharing the narrow certainties of the English grammar school tradition—paying their mead of tribute to the discovery methods of progressive primary education, and the value for highly gifted children of the informal, community-based, education programmes which are set up as deliberate alternatives to traditional academic secondary education.

## Stopp takes a beating

As long ago as 1669 Parliament was receiving petitions opposing severe physical punishment of children in school. Ever since, the practice of corporal punishment has been said to be only a back-up to the authority of teachers, which was falling into disuse and was mostly without effect. Three hundred years later when the Society of Teachers Opposed to Physical Punishment (STOPP) was set up as an abolitionist pressure group, it had still not done so. And now it seems STOPP itself is withering away without achieving its objective (page 4).

The newest abolitionists have come to success when Lady Wootton's Protection of Minors Bill got a second reading in the House of Lords nearly two years ago. Opposing the Bill, Lord Sandford quoted Mrs Thatcher's view, which she had expressed in the Commons, "that this, like other questions of discipline in individual schools, was best left within the discretion of the local education authorities, the managers of the schools and the teachers". And so the Bill was lost. Doubtless, until the teacher's unions decide to press for change, all attempts at legislation will continue to founder.

True, things may be moving, particularly since the publication of the Plowden report. A handful of local

authorities, like the IEA, have banned corporal punishment in primary schools and though there was considerable muttering this policy has been accepted (unlike Cardiff's unsuccessful attempt to do the same thing in 1969). And, in London, too, there are a growing number of secondary schools where, with the agreement of the staff, corporal punishment has been banned without any Risinghill hysteria.

Yet after all these generations of campaigning the extraordinary anachronism still exists in this country, but in few others, whereby adults can do to children what they cannot do to anyone else. There is no hard evidence that in schools where corporal punishment is used it is declining. There is no evidence that the teacher unions are preparing to stand without asking. People are perhaps less willing to defend the practice since psychologists began to inquire into the reasons for its popularity. But with an apparently rising tide of indiscipline they are also evidently determined to retain it—even if the number of children who are misbehaving enough to need it and still small and meek enough to put up with it is dwindling. Indeed the children themselves may hold the key to eventual abolition.

## From Boston to Brixton

In kicking off our four-page feature section on multi-racial education, Bob Parker (page 23) suggests ways in which the American experience of coping with the needs of a multi-ethnic society provides a lesson for teachers, educationalists and politicians ever here. One doesn't have to subscribe too fully to the concept of Atlantic drift to perceive some of the storm warnings appearing in this British sky.

Many of the concerns preoccupying the group which came together at this year's National Association of Teachers of English conference (pages 24-25)—and indeed many more established groups, committees and unions—have already become familiar counters in debates about multi-racial education. If the printed word alone is anything to go by, there would certainly seem to be an increase in awareness of such questions as linguistic and cultural differences, the impact of

achievement of minority groups, the failure of the teaching force to reflect the size of ethnic groups, and the continued racial stereotyping in books used in schools. Yet the kind of positive discriminatory steps called for by many teachers (black and white), community relations workers and others at the heart of the matter seem almost as distant as ever.

The anxieties expressed by one black teacher and mother (page 26) highlight one of the critical areas. As another year of black students emerge from our schools to face a long, cold and often jobless winter, the need for urgent and concerted action by all the agencies involved is more apparent than ever. The tougher race legislation outlined in the White Paper will have little effect if the more subtle forms of discrimination practised on the young of our ethnic minorities is not broken down.

Today's head is still boss, answerable only to local and central government authority. Internally, the school is organized like a pyramid. Both staff and pupils, and the knowledge imparted is so organized. The schools are related to them, such as the factory, housing, health, the modern welfare state, which itself supervises, administers and controls all these institutions.

But schools were once small specialized communities teaching outstanding clerics and the leaders of the nation. Now they are massive institutions provided for all children, and geared to the economic and productive needs of the state. How can they teach the average child from the average community, who previously was not educated at all?

The teacher is trained as a specialist of, say, science, but has to teach to a syllabus over which he has no control. He teaches several different classes of 30 or more pupils which he sees perhaps three or four times a week for periods of 30 minutes. No wonder our best teachers feel they are not

## It's the community that counts

Dick Atkinson

Those actively involved in teaching find most books on education boring. They are either full of facts and statistics that tell us what we already know—or theories of convention—all right or left wing persuasion which preach only to the converted.

Academic researchers who write such books tend to shield themselves against criticism from the practising teacher by arguing that the teacher does not reflect upon his practice; an arrogant assumption. The researcher rarely writes for the teacher, only for his own academic kind.

At first glance, *Community, Hierarchy and Open Education*, by Gary Easthope (RKP) suffers from this error. Nevertheless, the teacher, and indeed all those with a practical interest in schools should be tolerant of the early chapters of this commendably short book (120 pages). In spite of theoretical references to sociologists like Durkheim and empirical considerations of class, age, sex, achievement within the school, the author uses them to build a vital argument.

For different reasons teachers, parents, and pupils know that a crisis exists in the education system. This is perhaps most noticeable in the final year in the large inner ring schools of Britain's industrial conurbations. But the symptoms of the crisis—truancy, violence, underachievement, mute indifference, or the high teacher turnover, indicate a problem which is far wider and graver than any particular symptom.

Together these symptoms force us to ask: "How can we most effectively teach today's pupils? What educational situation is best suited to that teaching? Are the relationships between state, community, child, child's family, teacher, and right, and is today's school the only answer?"

With some justice, Easthope suggests that there are two quite opposed sets of solutions to these questions and the crisis in education today: the one traditional, the other emergent but subordinate to that tradition. It is relevant to give some detail about the different solutions to the questions raised.

Easthope convinces us that the modern comprehensive is derived from, and therefore part of, a traditional approach to school, which is dominated by the success of the public school.

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The teacher is trained as a specialist of, say, science, but has to teach to a syllabus over which he has no control. He teaches several different classes of 30 or more pupils which he sees perhaps three or four times a week for periods of 30 minutes. No wonder our best teachers feel they are not

able to do their job properly, and the teachers' unions become more and more financially militant. What other reward can they expect?

Still more pupils fail to reveal or develop their skills, and learn only to stamp and shout against the drone of chalk and talk. The child is alienated from his family and community, relate the content and context of his education to the political and administrative needs of a whole society, and you can only impose—you cannot teach. The child may fail to learn, and his confidence is adversely affected. The child may succeed, but only at the expense of his unique relationship with family and community of origin.

Modern schools impose on the child assumptions and knowledge which relate not to his own experience in family and community but to those of the coordinators of today's hierarchically ordered society.

The welfare state provides predetermined economic, social and educational structures whose content and purpose relates to its own political and administrative needs. The chain of command and responsibility moves up the hierarchy, not down. It says the individuals and community of initiative, enterprise and control.

The whole is legitimated by a dominant group of society which maintains that societal needs dictate what the individual must do, how he can be educated, and who he can become. By this means, the hierarchical authority of existing society is strengthened—the alternative is chaos and social breakdown.

Yet the modern urban community is already facing breakdown—violence does not only surface in the classroom. Society may be better off because of the achievements of the welfare state, but spiritually and morally it is increasingly deficient. Indeed, the modern urban schools, are transparently unable to meet the needs of children and their communities of origin.

Even before comprehensive schooling for all has been fully implemented the aim of Labour and Conservative alike is apparent to teachers that they are in a predicament. Are we stuck with the "blackboard jungle" and an increasingly disillusioned and frightened teaching profession and the modern school, or is there some realistic alternative?

Gary Easthope distinguishes and discusses several attempted alternatives. Some are just plain silly, unrealistic nonsense. One over-reaction to the school is the de-schooling argument. Remove structure, free the child, teach them nothing and they will learn for themselves.

No, the child must be taught with rigour, energy and within a structured setting of rules and standards, and an authority which helps him to define how and what he must learn. But the point of an alternative must be that it is not being more workmanlike, rigorous and professional than ordinary schools, but within a different setting and kind of teaching relationship, with different responsibility to the child, family and community.

A viable alternative is suggested by asking one question: "What kind of school would the good teacher, child, family, and community want if given the choice without reference to state dictate? What and how do they wish their children to learn?" Such a school would

undoubtedly have a clearly defined structure and hierarchy, but be interpretable only in terms of standards of its participants.

The teacher would have to be not so much in terms of his own teaching and subject specialty, but rather in terms of the demand of the child, family, and community. He would be a "resource manager for learning" offering what was required for a job might well encompass his social services, employment, and the needs of community.

He would be a "resource manager for learning" offering what was required for a job might well encompass his social services, employment, and the needs of community.

The traditional teacher in the school teaches his subject as a set of facts and abstract knowledge to be imparted to successive generations of children. The alternative is concerned with what the child experiences, and what his family demands that the child learn to learn and make choices.

The traditional approach to the child to be a passive recipient while the alternative approach expects him to learn to be his master in relation to the standards of his community.

At this point, the argument of an alternative community-based education are inevitably bound up with those for community development. In its time, the creation of a new state and modern schools, and the modern urban community, are inevitably bound up with those for community development.

Perhaps this modern dilemma of the welfare state and modern schools, can only be resolved if local communities take back their own lives, fend more for themselves, and help to build their own future state and modern schools.

Are such schools feasible? The pre-school playground must be extended to the junior school, the experiments, some of the teachers, Rank and File teachers, and pupils, in the junior school, which I am involved in at Heath, Birmingham. Wherever?

After due reflection on the strains against the full range of an alternative, Easthope's conclusion is that the modern school is a mistake. After all, what can we do? Unfortunately, if we can safely assume that the teacher in the employ of the state will find it ever more difficult to teach, the dimensions of the crisis in education will grow and become more open to the charge that the school is a mistake.

The teacher unions added 400,000 votes to the total of 6,945,000 in favour of the general council's policy on the social contract. The teacher unions added 400,000 votes to the total of 6,945,000 in favour of the general council's policy on the social contract.

They also voted against a motion opposing a statutory policy which had been proposed by Mr Clive Jenkins of the Association of Scientific, Technical and Managerial Staffs. Their members include some junior university lecturers, laboratory technicians, and librarians.

## Special schools needed for the gifted, says Lord James

by Bob Duce

Gifted children should be seen as an invaluable asset, not a privileged elite. They need special, sympathetic attention in the classroom, not the neglect and outright hostility they sometimes have to face. This was the message from the first World Conference on Gifted Children which was held in London this week.

Mr Henry Collis, director of the National Association for Gifted Children, said that teachers needed to be as well equipped to deal with the brilliant as with slow learners. "Gifted" should not be a "bogey word", he often wondered whether those who still mock or ignore giftedness do so out of petty prejudice or out of envy masquerading as egalitarianism.

A "new alliance of scholars and teachers" to generate new ideas for teaching the gifted was needed, according to Professor James Gall, director of the University of North Carolina, a former president of the American Talented and Gifted Association.

The educational needs of the gifted were "two important to allow us to be kind to our own social peers." Teachers did not have enough depth of knowledge to create teaching programmes based on basic concepts of major substance.

We need scholars for the seminal ideas and teachers to translate these into exciting ideas for children. But unless we get these new ideas and materials into the hands of teachers in a way they can use all this is useless.

In the United States, there was a "healthy suspicion that the intellectual elite are going to be the educational scale, in favour of their own children", and trying to form an elite class. This provoked resistance in the idea that

gifted children should be completely separated from ordinary children. New styles of teaching to handle a wide range of talents and motivations were being sought.

The gifted should spend more time on developing problem-solving skills and, too, on considering values, morals and ethics.

From the floor he was asked if this was not a good recipe for the education of all children. Professor Gallagher, faced but said that the difference lay in the age at which a child was ready for certain concepts.

Lord James of Rusholme, former vice-chancellor of York University and High Master of Manchester Grammar School, said that only by collecting the talented in special schools could they get the very skilled teaching they needed. "Having abandoned the principle of selective education, we may be forced to reverse it."

Grammar schools and direct grant schools were not socially divisive, as had been claimed. They were institutions for intellectual and not social peers. "The selective school can change rather than exacerbate social divisions."

It was no use expecting talented children to teach themselves. The blend of ability, motivation and home support needed for this weighed the chances of achievement even more in favour of middle class children.

The association in their dual role as pressure group and support group for the parents of gifted children, had been asked to support the government's proposal to form an elite class. This provoked resistance in the idea that

The DES have just published a report, *Gifted Children* and their education. They also helped to finance the conference, which was attended by delegates from more than 50 countries.

At the conference, too, were representatives from local education authorities. The DES last put a North London youth centre at their disposal for a Saturday morning club for gifted children.

But the conference had little to add to the vexed problem of defining and identifying the so-called gifted child, beyond repeated references to the consequences of not doing so, classroom disruption, delinquency and the spectre of highly intelligent criminals.

Dr Pamela Mason, consultant in child and adolescent psychiatry at the Department of Health and Social Security, said that many highly gifted children were also disturbed. Even from an early age, many took to manipulating people or to destructive acts. Many of them had a bizarre sense of humour.

Mr William Barnett, president of the National Association of Head Teachers, had doubts about the identification of gifted children. "Middle class parents, with children who are gifted, have a tendency to label gifted children on their home list as when they failed the 11-plus, they said they were late developers."

Dr George Parkes, head of the department of comparative education at the University of London Institute of Education, said the search for the gifted to produce a massive new solution should be beyond the evidence of 10 tests. These, with talents in the a scholastic college, will now be concentrated in the same way as those able to produce solutions to pre-determined questions.

## Students won't be bound by the £6 limit

Students have no intention of abiding by the government's £6 pay limit when they present their claim for a grant increase in two months' time. Mr Charles Clarke, president of the National Union of Students, made it clear this week that their claim would be based on increases in prices.

"We will pay an amount whatever the £6 pay limit," he said. "We will assess what inflation is and base our claim on that."

They are likely to demand at least a 20 per cent rise in their grants. Students can now get a maximum of £740 but the NUS estimate that only 14 per cent of all students receive this sum because of means testing.

The union's grants campaign was launched this week and is closely linked with a fight against cuts in educational spending. Local authorities are to be urged not to implement the cuts.

... but staff unions back TUC

All the teacher unions affiliated to the TUC supported the Government's £6 a week pay limit at Blackpool.

The National Union of Teachers, National Association of Schoolmasters, and Association of Teachers in Technical Institutions voted on a show of hands for the motion supporting the £6 limit which had been proposed by the TUC report and General Workers' Union.

It had been seconded by the National and Local Government Officers' Association, whose 560,000 members include education officers and administrators.

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They also voted against a motion opposing a statutory policy which had been proposed by Mr Clive Jenkins of the Association of Scientific, Technical and Managerial Staffs. Their members include some junior university lecturers, laboratory technicians, and librarians.

## Increments now for experience

Teachers who take paid jobs in industry or commerce are going to a training college will now have to claim salary increments for the time spent out of the classroom.

This week's meeting of the Burnham Committee agreed that increments could be paid to qualified teachers who had experience of other work. One increment will be given for every three years outside work.

Almost any paid job will count, said a spokesman for the National Union of Teachers. So a student who leaves college with a teacher's certificate or degree can become a millionaire for 30 years and immediately move two steps up the pay scale when he starts teaching.

Serving teachers who take time off from school for a few years to try out another job will also be able to claim salary increases when they go back.

But if a teacher is in prison or hospital, then the rules do not apply. But an agreement was reached on the claim for 20 per cent increased London Allowance. The employers' side of the committee refused to make an offer until the conclusion of the civil servants' London weighting claim.

About 70,000 teachers receive the extra payments for working in or around London. They are £141 for posts on the fringe of the city; £267 in inner-city London boroughs, and £387 in the inner London Education Authority and six London boroughs.

## Probe into lab safety

The Association for Science Education has set up a committee to look at the Health and Safety at Work Act which has wide implications for science teaching in schools.

An interim statement from the association says that any scientific apparatus, especially if bought in schools, should be checked for safety. "Since no laboratory can be completely safe, teachers should ensure as far as possible that hazards in their laboratory are at a minimum acceptable level. Also, all teachers should be thoroughly acquainted with procedure to follow in the event of an accident," it says.



Colin Timothy Hugh who is 15 and studying at the Royal Northern College of Music in Manchester. He was one of those taking part in a concert at Wigmore Hall, London, given by gifted children.



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## Kellogg's National Exhibition of Children's Art 1975

For 28 years the National Exhibition of Children's Art has encouraged and rewarded artistic achievement among children from all over Britain. This year for the first time it is sponsored by Kellogg Company of Great Britain Ltd. The works in this year's exhibition have been selected by a panel of leading artists and critics under the chairmanship of Sir Norman Reid, Director of the Tate Gallery, and demonstrate a remarkable range of talent from young people of 7-17.

The Exhibition will first be seen in London from September 18th to October 18th. After that it will go to Manchester, Paisley, Newcastle and Cardiff—dates to be announced in the local press.

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## Welsh take on more graduate

by Philip Venning

Children are far more likely to be taught by a graduate in Wales than in the North of England, according to figures issued this week by the Department of Education and Science.

The statistics show marked regional variations in the proportion of graduates employed in schools. Just under half of all teachers in Welsh secondary schools in 1973 were graduates compared with under a third in the North.

In England, the highest proportion was in the South East (excluding London) with 40 per cent of graduates in secondary schools. In primary schools the highest proportion (8.7 per cent) was in Greater London, the lowest in the North (3.7 per cent).

The same sort of variations occurred in different types of secondary school. Half of all teachers in Welsh comprehensive schools were graduates, compared with the best English region, Yorkshire and Humberside (41 per cent) and the worst region, the North (37 per cent).

The remaining grammar schools did best of all for graduates; all had more than 70 per cent. Direct grant schools varied considerably— from 70 per cent in Wales to 58 per cent in the East Midlands. There is no regional breakdown for independent schools, but the overall figure for recognized independent secondary schools is 78 per cent.

The statistics also show that a quarter of men who were promoted to primary school headships in 1973 were under 33; the age for secondary headships was 38.

There was little difference in the promotion prospects of men and women who graduated in secondary schools. In 1973 those reaching Scale 2 had an average age of 31; those reaching Scale 3, 35 and Scale 4, 39. They reached senior posts at an average age of 47. Men graduated...

...however, were all slightly younger than women.

More than 40 per cent of all time staff were young teachers; a short length of service on lowest salary scale. Heads made 7.5 per cent of all full-time teachers and half of them had been teaching for at least 24 years. A quarter of all teachers who retired in 1973 were heads.

A survey of teachers who took aged 60 or over revealed that 20 in primary schools had spent longer teaching than men in secondary schools. Nearly half of all men retired from primary schools, 41 or more years of service, compared with only 21 per cent of the who left secondary schools.

In 1973 the number of retiree teachers receiving pensions rose to 103,000, compared with 100,000 in 1972 and 97,000 in 1971. During the same period the annual average allowance rose from £510 to £520. Statistics of Education 1973. Vol. Teachers, HMSO £3.65.

## Digs crisis forces polys to prefer home-based students

A drastic shortage of student accommodation is forcing a number of polytechnics to give preferential treatment to home-based students for the first time since the polytechnics were established in 1965.

Sir Alex Smith, chairman of the committee of directors of polytechnics, said this week that the trend towards home-based places could now be inevitable.

Inquiries this week showed that at least four polytechnics—Trent, Sheffield, Manchester and Liverpool—will be expanding their intake of home-based students this year.

Trent Polytechnic decided last week to offer its remaining 400 places only to students who could live at home or could find somewhere to live without the polytechnic's help. The only exception will be a small number of places available in some science and technology courses.

Sheffield Polytechnic has asked its department heads to give

priority to students who can live at home. Mr A. R. Corbett, director of student services, said that this decision could mean that the polytechnic's more towards national recruitment would halt this year.

Sir Alex Smith, director of Manchester Polytechnic, said that between 1974 and 1975 the proportion of students living at home had increased from 35 per cent to 42 per cent.

Liverpool Polytechnic has not put any controls on which students to admit, in spite of increasing accommodation problems. Mr Joseph Hurton, director of student welfare services, said that he had told his accommodation officer not to find accommodation for students who could live at home.

But one polytechnic which has reported no difficulties with accommodation this year is the City of London. The other four London Polytechnics have started an advertising scheme to find accommodation in the capital.—*THE*

## Hostel costs 'cut to bone'

Universities have pared the costs of student hostels to the bone and can make no further savings, according to a Liverpool University report.

In a survey of the past five years at Liverpool, the university's development committee note the increasing cost of providing beds for students and the efforts made in cutting those costs. "Little or nothing in the way of savings can be expected from further reduction of standards of room size, materials, furniture and equipment", they say.

"Study bedrooms no longer have their own washbasins, the number of bathrooms and w.c.s has been reduced, and the shared kitchens are at modest size. There are no longer common rooms or lounges, nor any proper noise insulation between rooms."

"Such a reduction of standards is

regrettable for two good reasons. Students are only in residence for 32 weeks out of 52, and substantial income is now obtainable from conferences held in the vacations.

"Liverpool, however, may not be the first choice in Britain for a place in which to hold major conferences, and, if, after the trial, delegates report unfavourably on room noise and furniture, badly-needed revenue may diminish."

"Second, and of greater long-term importance, a student residence should be able to stand up to very hard wear, and in its main structure be able to do so almost permanently, since students' room needs do not really change."

"Reductions of building standards imposed on Liverpool and other universities under recent financial necessities will call for excessive repairs in later years."

## NUS warning on spending

Student unions were warned this week to be ready to resist another attempt to deprive them of their financial and political independence. Mr Hugh Manning, treasurer of the National Union of Students, told a conference in Teesside that he detected moves similar to those which had been made by Mrs Margaret Thatcher when she was Conservative Education Secretary in 1971.

He mentioned the referral of the North London Polytechnic's students' union to the Director of Public Prosecutions for allegedly having made payments to outside bodies, and said that student unions had been accused of funding everything "from sex to the latest bombing campaign."

Mr Manning said unions must ensure they kept proper audited accounts and that their expenditure was made in accordance with a well-defined democratic procedure.

## Literacy volunteers go into action

The first literacy programme specially for parents and childminders began this week at the National Children's Centre in Huddersfield. A grant of £3,800 from the Adult Literacy Resource Agency will finance twelve volunteers who will give individual tuition to adult illiterates at home or at the centre.

Radio advertisements will tell parents that not being able to read or write can make things difficult when their children start growing up and reaching school age. The theme will be: "We can help you to help them."

Tutors will start with a basic "survival vocabulary" and proceed to words needed to run a family or mind a child.

A mum who brings home a tin of dog food instead of stewing steak because there were pictures of juicy meat on the wrapper needs help," said Mr Brian Jackson, who helped to organize the scheme.

## Warnock

## Seldom just one handicap

Handicapped children are not being given the help they need because they are being categorized rigidly by the Welsh Joint Education Committee into Special Education.

The Welsh committee's critic said it was unusual to find a child with just one handicap, and many children were placed in category with little regard for individual strengths and weaknesses. Children should be classified, need, and not divided up by labels.

They criticize the social and medical services for their reluctance to give information and advice. Teachers should be given more information, and more opportunity to work with handicapped children in special units attached to ordinary schools.

The Welsh committee are critical of the way schools help handicapped move into adult life. They say there should be more assessment and more training, that they can cope with the pressures of work as well as physical and mental ones.

Careers guidance for the handicapped should be handed out by the youth employment service.

## 'Advt' ban on TV cartoons

Cartoon characters and puppet TV and BBC children's programmes will no longer be able to recommend products and services which could be of interest to children. This new rule appears in the IBA's latest code of advertising standards and is published this week.

The rules also stipulate that advertisements featuring personalities who appear in children's programmes must not be broadcast before 9 pm and that advertisements for toys, games and other products must indicate their price.

The IBA say that the rule on cartoon characters and personalities had been introduced because they felt that affection which children develop for these characters should not be exploited for commercial purposes.

It was intended to forestall a kind of criticism which has been levelled in the United States and Canada, where the use of children's cartoon characters has been attacked.

The new ruling on toy prices intended to prevent the possibility of disappointment if a toy proves too expensive to buy.

Also strengthened are the rules for advertising alcohol. In the no one associated with pictures of an actual drinker should be younger than about 25, but of 20 as at present.

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# Crosland's cuts rule out all scope for improvements

Circular 10/77 will go down in educational history as the first government circular since percentage grants ended in 1959 to tell local authorities where they should and should not make cuts.

The suggestions—which are given in full opposite—are in general terms only. More specific guidance is promised in another circular to be issued after the rate support grant negotiations.

As forecast in the TES of August 22, the main priorities set out, explicitly or implicitly, in the circular are the maintenance of existing staff ratios in primary and secondary schools up to the age of 16 and the maintenance of existing provision in non-advanced FE.

Areas where cuts may have to be made are: higher education, staffing ratios in sixth forms, nursery education and the admission of rising five, material and top keep of buildings, and all optional extras such as youth, recreation and community services, libraries and museums, maintenance grants to pupils, and so on.

It is clear that, in the words of the circular, "there will be no scope for improvement in standards for the education service at any level".

This is borne out starkly by the DES forecasts in the first paragraph of the section on education. Because most of the increase in numbers of pupils and students is in the expenditure end of education, informed guesses put the total extra costs, including capital costs, at £70m, evenly divided between schools and further education. This could mean local authorities having to find an extra £500,000 out of revenue expenditure while at the same time cutting their budget by up to 5 per cent.

It was mainly because of pressure from the local authorities themselves—and particularly the treasurers—that the circular was issued. But L.e.a.s are already complaining that the suggestions in

it will not be adequate to make the cuts required. One of the most controversial suggestions—to stop taking in rising fives—may not save very much at all, as in many cases these are only taken on to fill up existing classes. At the other end of the scale, there are obvious savings to be made in sixth forms, but it will be difficult to make them immediately effective.

Other criticisms concern the priorities implicit in the circular. The second paragraph suggests that the number of teachers should be reduced where people are moving out of deprived inner city areas. But an effective way to divert greater resources to areas of urban decay would have been to maintain the existing number of teachers in those areas, at the cost of increasing staffing ratios in areas of rising population. A lot of contingency planning for cuts went on in the DES before Mr Mulley took over from Mr Prentice in June. Usually well-informed sources suggest that had Mr Prentice still been in charge, the emphasis might have been slightly different.

But, however they are distributed, the number of teachers employed is certainly going to be smaller than originally planned. In the 12 months ending in January 1974, there was a net increase of teachers in nursery, primary and secondary schools of 21,689. The figures for 1975 and (estimated) 1976 are 15,122 and 8,000. The DES refuse to commit themselves for 1977, but on the basis of the figures in the circular, it is difficult to see how it can be more than 2,000.

The circular, which was initiated by the Department of the Environment, also contains sections on local transport (the most badly hit service after education), housing, Home Office services, personal social services and other environmental services. The reasons for the circular are clearly set out in the preamble.

## What the circular said about education

The Department's latest forecasts show a net increase in 1976-77 over the current year of some 23,000 pupils in the primary and secondary schools (a drop of 74,000 in primary pupils being more than offset by an increase of about 97,000 secondary pupils) and of about 20,000 full-time equivalent students attending further and higher education colleges. There will thus be no scope for improvement of standards for the education service at any level, and only by strict economy and careful planning will it be possible to obviate the need for reductions of standards.

In the schools the first priority for available resources should be for pupils within the compulsory age range; for them the aim should be to maintain, but not to improve, existing staffing ratios. While some authorities will need to increase their teaching staffs for this purpose, those authorities with a falling population, mainly large urban areas, should reduce their teaching staff proportionately.

Much of the net increase in numbers will occur among pupils and students of 16-19, reflecting demographic trends. It is important in present circumstances that authorities should review the organization and disposition of their provision for these age groups in schools and colleges to ensure that educational resources, including teachers, are not economically dispersed among unduly small groups of pupils or students.

In the higher education sector, where capacity both of staff and of accommodation has in many instances

been reached, local authority associations, meeting on August 1 as the Consultative Council on Local Government Finance, agreed that on the best evidence now available, total current expenditure was likely to be in aggregate some 2 per cent over what had been estimated for the 1975/6 rate support grant settlement. "This is the same as the level of growth, in real terms, that had been projected for next year. So what local authorities are overspending this year, they must underspend next."

In the words of the circular, "This means that there is no scope for increased expenditure in total in real terms". However, that is not quite as bad as it may seem. A footnote adds, "apart from pay and price increases there should be no increases in revenue expenditure (excluding loan charges) on rate fund services".

Reports and analysis by John Gorton and Mark Jackson

## But Mulley 'didn't know'

On the day that the Education Secretary was seeking for the first time the circular telling local education authorities where to make cuts, Lord Lestor, one of his junior ministers, was saying that local authorities would be left completely free to decide where to make their cuts.

According to Mr Mulley, the revised draft of the circular did not reach ministers until Monday, September 1, the day before it was originally due to go out. (A summary, however, had appeared in *The Times Educational Supplement* 10 days before.)

Mr Mulley certainly knew that a circular was going out because it had been agreed at the meeting of the consultative council on local government finance on August 1, at which he had been present.

What he did not know—and what reportedly upset him when he learnt about it too late to make any alterations—was that a circular would be going out so soon with such specific details on education cuts. It was the small print—the paragraphs which we reproduce on this page—which took Mr Mulley by surprise.

"The Department of the Environment, under orders from Mr Anthony Crosland, had to get a circular out quickly. They consulted the DES and the three other departments concerned, who all produced their own sections of the circular. According to one source, it was all done in rather a hurry. But if the politicians are to be believed, it still shows a remarkable lack of co-ordination between the Secretary of State and his top officials."

This is not the first time that the new Secretary of State has found himself overtaken by events. Following the Council of Local Education Authorities' conference in July, Mr Mulley set his department to work on a paper showing how the L.e.a.s would be able to stick to 2 per cent growth rate. The paper impressed the officers and members of CLEA

who saw it at meetings with the Secretary of State during the week in July.

On August 1, Mr Mulley took paper confidently along to the consultative council on local government finance. But it was never issued.

Mr Crosland told the meeting it had been overtaken by the 2 per cent increase in spending planned for next year had "evaporated", and more cuts were required.

On the fundamental issue of whether in fact local authorities had overspent—the meeting at which Mr Crosland's analysis was demurred. They agreed that there was no question of any further cut in real terms next year, but that central government should then guide them on how to cope.

What Mr Crosland did not say because nobody actually knew the answer, which varies from one authority to another—was whether overspending was an education or other services. To January, DOE had been alarmed by indications that a number of authorities were going to push up their well above 25 per cent.

Exceptionally, therefore, the DES asked treasurers to prepare a minute revised estimate of expenditure for this year. When the figures came in March, they confirmed the DOE's worst fears: quite apart from inflation, spending was up 8 per cent on last year, twice the agreed rate of growth.

However, when the DOE discussed these figures with the authority associations, it appeared that the councils might have overestimated their spending. Financial panels of the associations thought that most of the authorities had understated the effects of inflation, and that their spending in real terms was only 1 per cent above the agreed figure.

But ministers and departments were still talking with different voices until Mr Crosland pressed further discussion on August

## L.e.a.s ask: what does it all mean?

Education officers reacted warily this week to the Government's circular on local authority spending. Many of them said they were waiting for further clarification from the DES on its meaning.

The circular challenges the plans of local authorities like the Inner London Education Authority and Liverpool to take advantage of falling birthrates to improve staffing ratios.

The statement that "rising fives" should be admitted only to infant classes with vacancies is directly opposed to the policies of two-thirds of the education authorities in England and every Welsh L.e.a., except one. On the basis of the circular, only about one in three four-year-olds should be in primary classes at the beginning of each term. According to DES figures more than two-thirds of all L.e.a.s already have more under-fives than this in ordinary classrooms.

The DES already frowned on the practice of admitting four-year-olds on educational grounds and the circular merely adds economic reasons to their objections.

Education officers say it is impossible for any child to be in school without making some demand on educational resources, but in many areas the actual savings to be made are insignificant.

In rural Norfolk, where 30 per cent of three and four-year-olds were in primary classes other than nurseries in 1973, the savings would be small, according to Mr David Coatesworth, chief education officer. Because of the large number of small village schools with two teachers and about 30 children each, there was little extra expenditure on the under-fives except the cost of pencils and paper.

Dyfed, the authority with the largest proportion of under-fives in infant classes (41 per cent of three and four-year-olds in 1973) also has a large number of rural schools.

Mr J. D. Davies, assistant education officer, said that, although a circular advising specific expenditure was under consideration, no decision had yet been

saved here, though there were possibilities for savings in the towns.

In urban areas where there is room for economies on the under-fives, action depends on the priorities of the L.e.a. Richmond, one of the Outer London boroughs with a large number of four-year-olds in infant schools, decided before the circular was published to admit only rising fives instead of four-year-olds at the beginning of the year in which they were five.

In Newcastle upon Tyne children are admitted to school at the beginning of the year in which they become five. In 1973, they had 31 per cent of their three and four-year-olds in primary classes.

Mr Jack Chadderton, the CEO, said that getting young children into school was at the top of his list of priorities. Progress towards full nursery provision was too slow, and the falling school population created the necessary space.

The circular advises urban authorities which have falling school rolls to "reduce their teaching staff proportionately". Teacher-pupil ratios should be maintained but not improved.

The H.E.A. recently decided that as rolls fell they would have small primary schools rather than concentrating pupils in fewer larger ones. Where the results in smaller classes it is bound to improve staffing ratios, though the H.E.A. saw there were other factors to consider such as the distances young children have to travel.

Because of the circular's comments on the 16 to 19 age group, the H.E.A. are expected to question whether their secondary reorganization plans—involving small secondary schools with some arrangements for cooperative working between the small sixth forms—are economical.

Liverpool are also working towards an improvement in staffing ratios as rolls fall. Mr C. P. Clarke, director of education, said he could not predict what effect the circular would have.



## AEC: 'destruction'

Lord Alexander (above) of the Association of Education Committees, writing in *Education* this week said: "Inevitably the attack will be on L.e.a.s as if it were their fault that all these difficulties have arisen and have to be faced. It could well result in the destruction of local government."

It should be made abundantly clear that the fundamental responsibility for this did not rest with the local authorities, and, in particular, with the L.e.a.s, who had done no more than carry out policies prescribed by successive governments.

The real problem was that central government had failed to tackle the problems sufficiently early "to avoid the gravity of the situation which has now to be resolved".

Lord Alexander said that cutting back on entrants to the colleges of education had come on late. "The policy now prescribed in the circular must inevitably result in unemployment for teachers coming out of college, or, alternatively, authorities dispensing with the services of married women returners or part-time teachers, whose services in many cases are of the greatest possible value to the schools."

A clear and authoritative statement was needed from Mr Mulley spelling out "absolute priorities". The DES must not leave policies creating demands which could not be met by the L.e.a.s.

## ACC: 'no balance'

Standards in the education service which parents, teachers and the local authorities have come to take for granted are going to be reduced, according to Mr Tim Brighouse of the Association of County Councils.

"The economic benefit to be got from the measures listed in the circular will not balance the cost of the extra pupils, so if we are in a nil growth situation then existing standards simply cannot be maintained," he said.

Mr Brighouse said the most important phrase in the section on education was "... to obviate the need for reductions of standards". It doesn't say prevent a reduction in standards, and it doesn't say avoid a reduction in standards, although it might well convey that meaning to the lay reader," he commented. He did not think that the message from the circular was that it would be possible to maintain existing standards by strict economies and careful planning.

## AMA: 'difficulty'

Local authorities would have great difficulty complying with the circular, Sir Robert Thomas, chairman of the Association of Metropolitan Authorities, said. But if they did, the living standards of many people would drop.

Reducing staff where population was falling looked reasonable on paper but in individual schools the drop would often not be enough to get rid of a single class. The ban on rising fives would hit the most deprived children and the threat to recreation and community services would affect the unemployed young.

Cuts in transport subsidies put a heavy burden on poor families with secondary school children, and limitations on residential accommodation for employment meant even more work for social services staff.



## NUT: 'urgent talks'

Mr Fred Jarvis (above) general secretary of the National Union of Teachers, said a rapid fall in standards would be inevitable if local authorities acted on the circular. It confirmed everything said at the TUC conference last week about the serious threat now facing the education service.

"We are seeking urgent talks with the local authority associations, and we shall be seeing Mr Mulley this week."

Mr Jarvis said Mr Mulley and his fellow ministers were reported to be angry because they were not consulted about the circular. "If these reports are true, they reveal an astounding state of affairs."

## NAS: 'regret'

"We recognize that education must take its share of the cuts," said Mr Bernard Wakefield of the National Association of Schoolmasters.

"We agree with the emphasis on protecting those of compulsory school age, but we deplore the fact that the opportunity for improving pupil-teacher ratios will not be taken up, and we regret that rising fives are being excluded."

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If any research organization is close to the schools, it should be the NFER. It has a unique commitment, having been set up in 1946 by the local education authorities to "concern itself with the study and resolution of such practical problems arising within the public system of education as are amenable to scientific investigation."

In Alfred Yates, director for the past two years, stands unequivocally behind that statement of aims. "If the output of the NFER is not recognizably serviceable, we are failing to justify our existence. It is a functional sentiment in an unfashionable setting. The NFER, having spent 20 years in London's Wimpole Street, is now housed in a mock Tudor grandeur in a mansion in Slough, Berkshire, hidden by trees from the urban sprawl. But appearances are deceptive. Everything else about the NFER bears the stamp of an accepted part of the public education scene.

The names of the board of management are familiar as the roll call of those who run the system. The Secretary of State is the president; his chairman, Mr. Andrew Hinchings, general secretary of the Assistant Masters Association, has Mr. Leonard Brown, of the Association of County Councils, as his deputy.

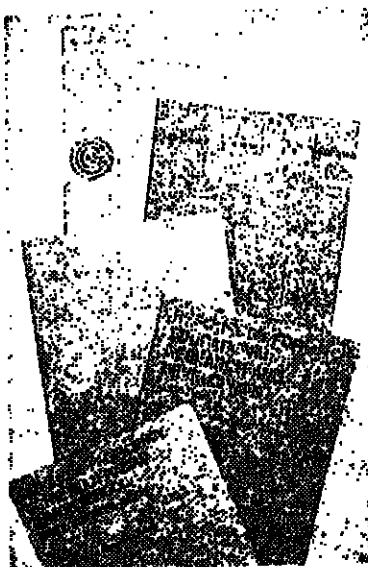
The 16 members of the board include Messrs. Max Morris, Ben Johnson, Walter Clayton and Jack Chambers of the NUT (Mr. Fred Jarvis has recently resigned). There is Miss Sheila Wood from the Joint IOW, and Mr. John Marsh from the NAS.

The 10 local representatives include Devon's chief education officer, Mr. Joshua Owen, and Mrs. Beryl Platt, Association of County Councils, and Mr. G. M. Thornton, Association of Metropolitan Authorities. Among the other 10 are representatives of the universities, the Schools Council and the Ministry of Defence (because of services education).

The NFER's financing is just as tied to the system. It shares with the Schools Council a privilege much envied, such as the National Children's Bureau, its right to public funding is established under a statutory instrument. Thus, via the rate support grant, meets its maintenance costs and the cost of one third of its research projects.

The test comes from individual committees, which are also public bodies, like the DES, the Schools Council and the SSRC. Some of these funds appear to be helped on their way to Slough by the fact that educational research is a small world and the NFER is represented on some of the key funding committees.

The NFER is engaged on more projects in any one year than any



Not long ago the Ford Foundation in the United States almost stopped paying for educational research. They said they had spent \$30m in 10 years "without lasting or significant results for the schools".

The scale is more modest in Britain. One of our biggest spenders on educational research is the National Foundation for Educational Research, which has had £3.5m—or \$8m—over the same period. But the same point is

often made. People say you could do the NFER tomorrow and the school would not notice.

But is it true? And if it is, is it comment on the NFER or on the nature of educational research?

This article takes up those questions, looking at the record of the NFER in relation to changes in education policy and in schools during the past 10 years.

Report by Anne Corbett

## Is the NFER just a waste of money?

Other British educational research centres except the universities of London and Manchester. It runs a publishing company which is not limited to NFER products. It markets other people's intelligence tests and develops its own—though curiously these have up to now been marketed not by the NFER but by Glencoe, its total staff is about 120.

How "serviceable" is all this activity? It seems to depend on who you ask.



Those on the inside, like Dr. Yates himself, say that the studies in which the NFER is at present engaged can scarcely fail to yield information that will be of value to those he ambiguously describes as the people "who order our educational affairs". He quotes the 10 year evaluation of the effects of teaching French in primary schools recently completed under the direction of his deputy director, Dr. Clare Burdall.

Indeed the evaluation's conclusion that there appears in general to be no gain in mastery of French by starting it in primary schools has already been "recognizably serviceable" in that at least 10 local education authorities have abandoned their experimental programmes.

He quotes, too, a study of counselling and careers guidance by Miss Margaret Reid, a survey of the secondary teachers' day (following a study, which was widely acclaimed

for its usefulness, of how primary teachers spent their day), work on examinations, the education of immigrant children and different forms of provision for handicapped children including the blind and partially sighted.

Some of the style is changing too, says Dr. Yates. The recently completed, but not yet published, work with pre-school children in Slough is interventionist action research. A study on classroom control and the management of learning in the primary school, directed by Mr. Philip Cliff, is moving into areas new to the NFER. The work on the blind and partially sighted, in what is not supposed to be a bad research pun, is being directed by Dr. Malcolm Parlett, a pioneer of "illuminative" methods.

His part-time appointment is particularly interesting since he is a well known research radical with a reputation at stake. He brings to the NFER a commitment to anthropological methods rather than the psychometric methods traditionally espoused by the foundation. He thinks research should consist of using every form of observation available to illuminate issues. In no way should it allow itself to be artificially restricted by the limitations of a purely quantifiable approach. That is a very direct challenge to NFER convention.

But then, again from the inside, Dr. Ray Summer, head of the test development division, tells you that their style of work has evolved, too. In his office in Slough High Street, away from the main building, he says that nine-tenths of staff time is now being spent on the construction of content referenced tests instead of the old intelligence tests. "These are tests to be used diagnostically, not selectively." They aim to identify the nature and level of a child's attainment, not where that child stands in relation to the class. They also have their limitations, he says, "if they are regarded as the limit of desirable knowledge", though his optimism is high.

He gives a further example of the way testing is being used. The NFER is engaged in feasibility studies for a national survey of mathematics attainment which would not distort the curriculum by encouraging teachers to teach to a particular test or by weighing down particular pupils. They are coming up with plans for "light sampling" in which each child takes only a few test items.

The national comparability comes from the fact that each item has a place in a graded bank of material and a composite picture can then be built up from the performance of thousands of children over a large range of items.

Members of the NFER's board of management seem confident that this is in line with what teachers, L.E.A.s and their sponsors want.

"As long as I have been on the board, there has been serious discussion of projects in terms of whether the issue is relevant to school practice," says Mr. Max Morris. Mr. Hinchings backs him up. He suggests that the study of mixed ability teaching in secondary schools, which the NFER is about to start, is a good example of res-

ponsiveness (though there is no disagreement as to whether it is an AMA or NUT initiative). Fred Jarvis quotes the way it has evolved as another good example.

Mr. Michael Elliott, one of its longest serving, i.e. a member thinks the NFER is more responsive to teachers than to L.E.A.s, in fact. But he is unimpressed by the "useful knowledge" which he thinks the NFER has amassed for L.E.A.s.

So the fact that only a small number of classroom teachers have heard of the NFER, let alone any of its work, is put down by Mr. Elliott to communication problems. "It's a repellent research jargon. And that, they say, should be helped by the NFER's recent efforts in the publications side. Such as expanding the scope of educational advice and by commissioning critical reviews of research on, for example, reading and revision for those in the 16-18 age group.

They are also compiling a range of research, which they will stimulate more specific interest. They are also doing a feasibility study of this kind of work, which shows no signs of funding the NFER to keep it up to date.

Dr. Yates and others also claim the NFER has much to contribute to joint research projects. It is a plan in preparation with several polytechnics with which, but that does not mean one for every many classroom teachers and also policy makers. NFER might as well be a North Pole as at Slough. They claim the NFER is isolated, intellectually as well as physically, from the wider currents of research. "It is still cranking away in its own little world, not really engaged in the big picture," says Mr. Morris. "It never gets to its office."

The attacks are not new. "Pretty" Yates seems to be regarded as one of the better to have happened to the NFER. Mr. Burdall is praised for being "a rather splendid sportsman" around the sports car—around the sports car. Mr. Reid is said to know well and respected by teachers she has worked with in counselling study.

The young researchers, says the NFER's career, and how they do intensive studies, look much too serious, be in a hit-and-run game. Many of its users, particularly room teachers, looking at the "study and resolution of practical problems within the system of education", will be much in the NFER's work to them to resolve the constraints they live with in education.

They cannot thank the NFER for elucidating some of the consequences of the post-war fashion for open plan classrooms and the trend towards more centred learning. Only years after the report's publication

is the foundation looking at forms of classroom control and the relationship of teachers and pupils. It still has not found anyone to sponsor studies of pupil grouping and team teaching.

For have secondary school teachers been helped to resolve the crisis of authority many of them face every day in school? The place of the head, the rights of the rank and file, the role of pupils. They have had to work out for themselves, if they have at all, some of the curricular consequences of abolishing selection.

The NFER's contribution (commissioned by the DES) was a survey of forms of school organization and a pilot study on how comprehensive schools were meeting the objectives of a group of wise men had defined—not even, let it be noted, objectives as defined out in the real world where teachers, pupils and neighbourhoods engage in their own particular struggles in their own particular situations.

The multi-racial classroom work has also come too little and too late, according to critics like Dr. Alan Little, of the Community Relations Commission.

After 1120,000, one survey and with the project moving on to its third director, it is still a long way away from secondary school problems, which was what originally inspired the Schools Council to fund the project—in the wake of its rejection of the Stenhouse materials.

Even the ten-year French evaluation, one of the NFER's most ambitious projects, in the often-ignored area of policy monitoring, is extremely limited. Clare Burdall herself points out. "In the end, it is telling us only that present methods of primary school French do not work well. But change the conditions, make French teaching intensive and the results might be quite different."

Dr. Yates is firm that you must not expect too much of research, especially from an organization, such as the NFER, which is committed to "scientific and political objectivity and the maintenance of a non-partisan atmosphere." He also emphasizes—and many other researchers outside the NFER support him—that there are practical limitations upon the NFER.

He claims that it is not so much a matter of physical isolation—the Tudor grandeur must have some compensations—but of financial isolation. He and his senior staff find it most constraining that their work consists so largely of short term projects. It means that they have to spend much of their time trying to raise funds to keep current work pouring in. And then, he says, they cannot be too fussy.

He thinks some work tied to a long term project would bring great benefits in terms of the quality of work they could produce—and they would have a chance of attracting more good staff.

This view about the limitations of research in general, and the NFER in particular, would be more convincing if the NFER had never been successful. But there is an area in which the NFER has helped to make the policy oriented researcher's dream come true—an area, in fact, in which Dr. Yates himself was prominent.

In the highly controversial area of the 11-plus the NFER helped to both create and destroy—and then start to recreate something new. It did so working with and responding to the teachers and the politicians' problems.

The researchers contributed the systematic processes to the problem of how to select children by ability for the new policy of universal secondary education. In the light of knowledge produced by researchers (that the 11+ tests were far from perfect) the policy itself was modified. But this in turn created new problems, how to assess that children are learning, once you abandon external testing. Hence the NFER's current work on content referenced tests.

Why was the NFER so centrally involved here but so much on the periphery of other policy development? One answer is that existing is an area in which the NFER is historically strong. The sociologists, so much scorned by large numbers of the education establishment (the "trendy well spinners", Max Morris calls them), were then scarcely

fact, as in American surveying the social makes the general point that there is, but much research commitment to helping to solve messy real-life problems. To do that means breaking away from conventional research patterns in which the good researcher is like the good chess player—superb at playing puzzles.

Such research may produce elegant solutions. The only trouble is that the problem in itself is so well defined that it is likely to be unrelated to anything seen in the classroom. "The literature takes over from the phenomena."

The consequences of breaking away from merely puzzle playing are threatening: risky for the researcher, and the researched. It can illuminate too much, disturb the status quo and also be politically unpalatable. Solutions also often require hard work to implement.

It is a striking point, similar to those that can be made about the Schools Council on whose executive many of the NFER's own board of management sit. A magnificent idea is weakened because in the name of the institution's neutrality the barriers are nearly always up against political and professional controversy, too.

There are just a few chinks in

those walls. On the NFER's staff there is Gabriel Chanan, co-author of the successful *When School is Far*, saying a comparison, day or night, "research work as it goes on. As that style becomes more established inside the NFER, there is more ammunition to draw on. Malcom Parlett, whom Dr. Yates himself brought to the NFER, may strengthen the new trend though he is clearly anxious not to be type-cast as the NFER's token radical.

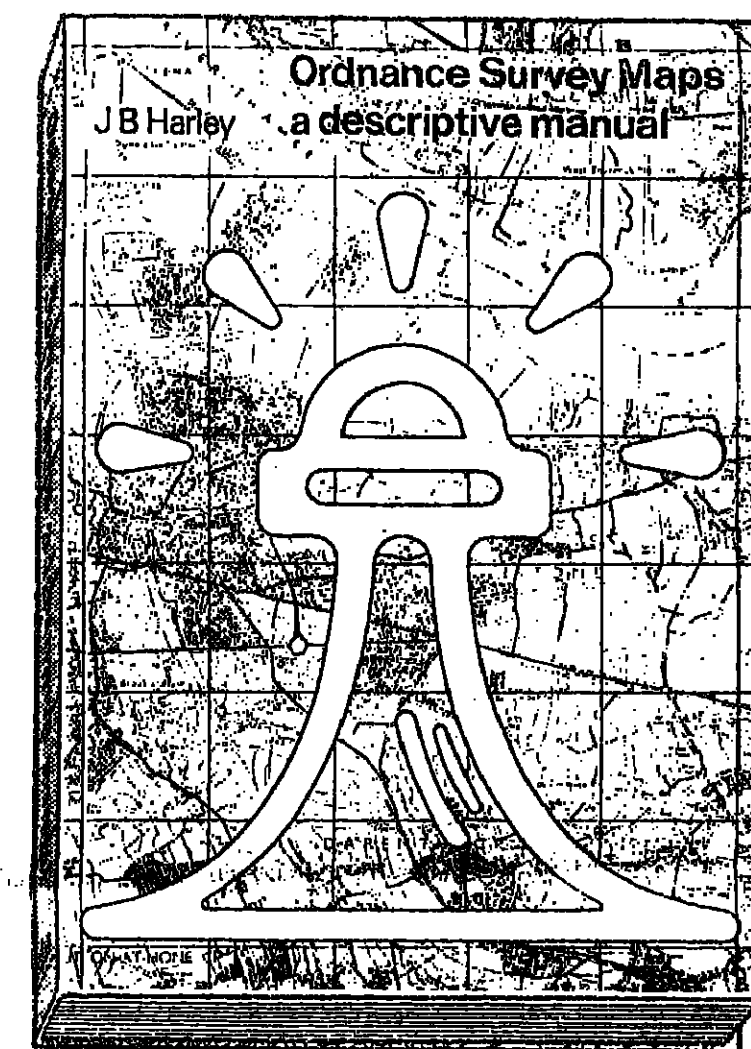
It would, then, be unfair to write off the NFER as merely employing those who, in Bertrand Russell's phrase are the slaves of routine, who would rather die than think.

But until the NFER gets over its obvious reluctance to do any work connected with the Less than Perfect Teacher or even the Incompetent Head—perhaps till it can be more aggressive about the role of research to "those who order our educational affairs"—it will go on doing much less than it might. It is a pity for research. It is even more of a pity for those whose interests the NFER is designed to serve.



Dr Alfred Yates: "If the NFER is not recognizably serviceable, we are failing to justify our existence."

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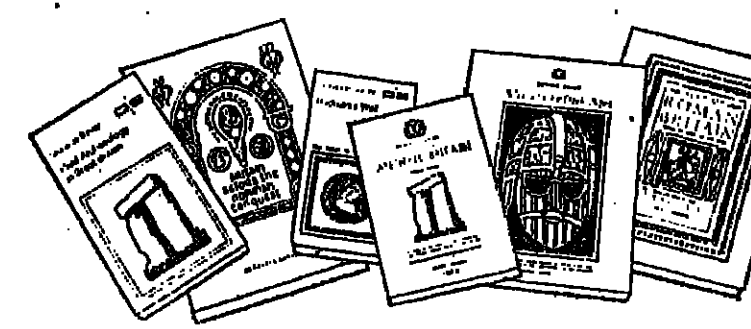
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## 'Lifelong learning' the key

from Paul Moorman

GERLVA

A radical reorientation of teacher training, with pre-service preparation as only a first stage in a continuous process of professional updating, is one of the key recommendations of the thirty-fifth International Conference on Education.

Regular in-service education was vital if teachers were to carry out their changed role in society, said the recommendations. They were no longer required merely to pass on knowledge, but also to prepare pupils to live and work in a rapidly changing world.

Refresher courses should take place within the framework of lifelong learning. Teachers should be prepared to learn new techniques and specialisms throughout their careers and—the recommendations pointed out—there was no such thing as a finally qualified teacher.

The 35-point recommendations came at the end of the nine-day conference organized by Unesco's Geneva-based International Bureau of Education (IBE), September 5. Attended by more than 400 delegates from 96 countries, including more than a dozen ministers or vice-ministers of education, the main theme was "the changing role of the teacher, and its influence on preparation for the profession and on in-service training".

Breaking with previous IBE conferences, delegates split into discussion groups. In spite of the theoretical nature of many of the final recommendations, there was an emphasis on the practical implications of policy decisions for teachers in the classrooms.

Mr N. M. Goble, from Canada, one of the conference's two rapporteurs, asked: "Confronted by ever-larger classes, striving to apply new humanistic approaches, faced by students who contested the adult view of contemporary life and by parents who contested educational innovation, what help might the teacher look for?"

## 'Under the searchlight' of public opinion

The inadequacy of teacher training systems is a key cause of the educational crisis in a number of countries, according to a conference report produced by 40 international teachers' organizations.

If education is to meet the likely demands of the end of the twentieth century, these systems must be reformed urgently, the report says. Students now training will tend to be in senior positions in 25 years' time. Failure now to adapt training to the changing role of the teacher will have serious long-term repercussions.

Written by the International Federation of Free Teachers' Unions (IFFTU), the World Confederation of Organizations of the Teaching Profession (WCOTP), the World Confederation of Teachers (WCT) and the World Confederation of Teachers' Unions (WCTU), the report emphasizes that the concept of the school as an island is now ending.

Teachers as a group are coming increasingly "under the searchlight" of public opinion, especially as education comes to claim more and more of the national income. This means, says the report, that teachers cannot and should not resist themselves to the school. They should take part in the life of their community.

The report calls for primary and secondary teachers to be familiar with each other's problems, and for their training institutions to be similar so that the various categories of future teachers will be able to obtain practical experience at all levels.

At the same time, teacher training of all kinds should be of the same standard and duration. All diplomas should have the same value and should give teachers the right to equal pay.

For a long time, teachers' representatives had, with justification, been wary of "capricious" policy changes, and had been sceptical of innovations decreed above. This was not because of conservatism, but because of a concern for professional effectiveness, concrete objectives and practical reality. Throughout the discussions, he said, the need to validate innovations had been stressed.

Many delegates asked whether it was possible for one person to combine formal instruction and social education, as had been proposed. They expressed concern that teachers could stop offering real expertise in their subjects, and the idea was floated that there should be two kinds of teachers for these two different functions.

It was also emphasized that the new responsibilities of teachers did not mean that they should have to undertake these directly themselves; rather, teachers should co-ordinate students' needs through a network of agencies. Their changing social functions had to be regularized through policy decisions, and recognition that educational policy could not be divorced from politics and national policies was vital.

Some participants suggested that states should consider to what extent teachers were associated in developing new policies; how closely educational policy was linked to overall national policy; how much real freedom a teacher had in transmitting knowledge to his pupils; and, since teachers could not adequately be replaced by other people, what specific kinds of knowledge they should have.

They also asked how in-service training—if compulsory—was to be financed? Answers on this ranged from the argument that such provision was the duty of governments and the right of teachers, to the argument of one delegate who thought it should be funded by matching contributions from teachers and the employing authorities.

Really emerged most clearly when discussing the Third World. Delegates emphasized that those

countries with least means had most severe pressure for upping and expanding. It was one thing to be part of the struggle for a better life. They should be out of the traditional isolated schools, and help people to meet the events of their coming, and to relate them to world trends.

This called for adaptability, resourcefulness, and it ruled out the question of how to select teachers. The conference also therapists in Cardiff that there was a tendency for speech therapists to be set up to investigate

Democratization of education, a recurring theme. Some countries, especially those from the Soviet bloc, said that they had already established this and that it was no longer an issue and they put the steps they had taken to give equal opportunity to all, to the discrimination.

For some other countries, children made up a special privileged group. Many said: "If you are trained to do more than the standard of rural schools, you are trained to do more than the standard of rural schools."

Democratization also meant, they said, "Instead of just put your gates, emphasizing that efforts into striving to become part of society as a whole. The chief speech therapists for and pupils should also be taken to participate on a genuinely equal basis."

But large numbers of us were now entering higher education in some countries, and it was becoming increasingly difficult to balance between the aspirations of local education authorities who had appointed therapists to work in isolated circumstances, and the country and its economy.

The concept of lifelong education, which is something children can be for everybody met with reserves. It was described by Dr Holt as the faulting of local education authorities who had appointed therapists to work in isolated circumstances, and the country and its economy. Mrs La Frenais, the Chief Speech therapist for Kent, said afterwards that the majority of children with language difficulties attend ordinary schools because—although it interferes with education—language difficulties would mean a total restriction of education system. It could be for those who wanted to be kept, helped to cope with.

## 'Teacher cuts go against world trend'



James Porter

World demand for qualified teachers is expected to jump by 9m in the next 10 years, but Britain is to cut its own teacher training programme by half, said Mr Porter, principal of Bulmer College of Higher Education.

Mr Porter has just returned to the 35th session of the International Conference of Heads of Government, where he was chairman of a commission to study the growth of "secret" grant-aided schools on the other side of Stevenage, particularly in Africa.

He said that a number of Latin American, were seen by the British decision to cut teacher training. John Stevens, shadow minister for education, alleged that the world countries were trying to spread the growth of "secret" grant-aided schools within the comprehensive system.

They were informed on Monday that their children could attend the school of their choice. Now countries are interested in playing teachers where they come from—whether they are black, blue or green.

## Warning to speech therapists

Speech therapists were warned this week that they should not take on more than they were trained for when trying to help children with language disorders.

Dr Kenneth Holt, director of the Wolfson Institute, told therapists at the national conference of speech therapists in Cardiff that there was a tendency for speech therapists to take on a global role because they often found themselves working in isolation from other professionals.

They could be faced by a child with a language handicap. It would automatically bring a host of other problems, such as communication with parents and disorientation at school.

But if you try to do more than you are trained to do, you will wear out, he said. "You must put your own limitations on yourself, and not endeavor to do more than you are trained to do."

The chief speech therapists for and pupils should also be taken to participate on a genuinely equal basis. Mrs La Frenais, the Chief Speech therapist for Kent, said afterwards that the majority of children with language difficulties attend ordinary schools because—although it interferes with education—language difficulties would mean a total restriction of education system. It could be for those who wanted to be kept, helped to cope with.

When a child was attending a speech therapy clinic it kept the child in a state of adolescence, and it was difficult to keep motivated. Age groupings would become school years, she said. Mr. Hughes, delegates from deaf-blind, Heaven, chief therapist, to countries pointed out that the complexity of the problem was "absolutely wonderful" about helping children with language difficulties. They always want more information and closer links with speech therapy programmes.

But she said sometimes the teacher was not aware that a child did not understand what was going on in class. He notices immediately if a child is deaf, but a child with language difficulties may appear to be simply difficult.

She said that often teachers were surprised and a little distrustful of the way speech therapists go about their work. "They think speech therapy is something completely divorced from normal teaching."

"They think we should go into a little room with the child and set up all sorts of complicated machinery. Of course, we can provide a stimulating environment for the child, but we feel it is better if it is as little contrived as possible."

"But we do try to introduce a very detailed programme of learning. Speech therapy is a very long and difficult process and it can be heart-breaking slow for both teachers and pupils. If we provide a series of stages of achievement it encourages them and gives them the incentive they need."

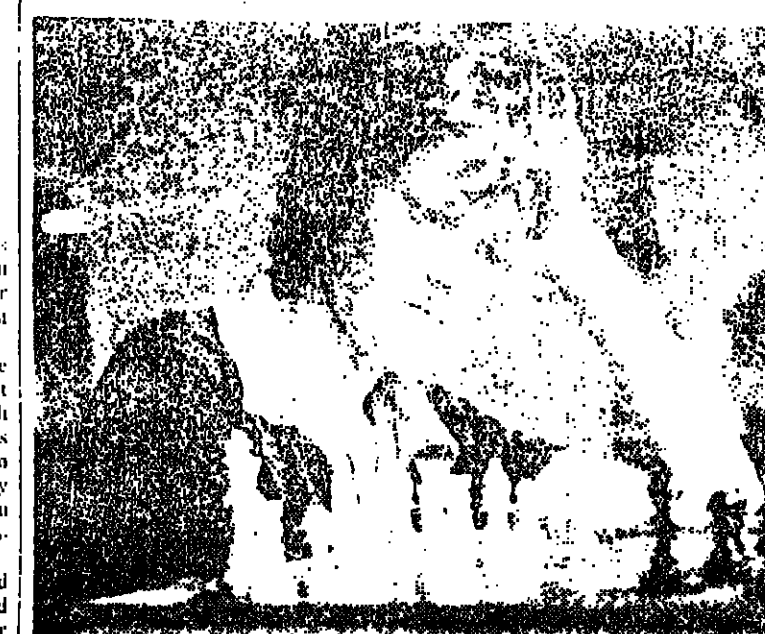
Parents get their way

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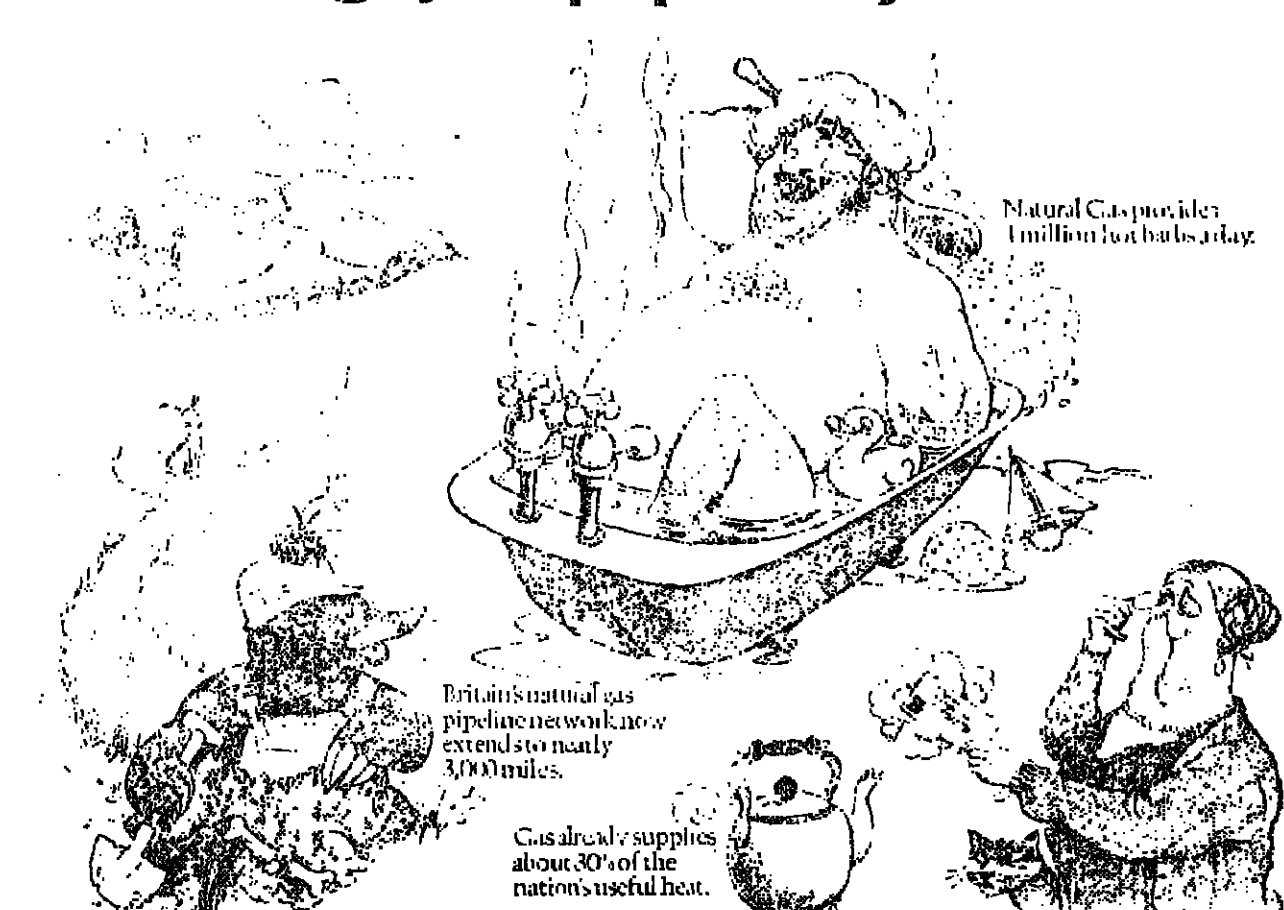
They were informed on Monday that their children could attend the school of their choice. Now countries are interested in playing teachers where they come from—whether they are black, blue or green.



## Chess champion with great potential

Deep in thought at the recent British Chess Championships is 12-year-old Julian Hodgson of Hammersmith. Julian is London's under-12 champion and Southern Counties under-11 champion — and he is considered to be a junior player with great potential. TES chess column starts this week, under-12 champion and Southern Counties under-11 champion — and he is considered to be a junior player with great potential. TES chess column starts this week, under-12 champion and Southern Counties under-11 champion — and he is considered to be a junior player with great potential.

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## Tune-up for ton-up brigade

Gavin Scott reports on the first college course for motor cycle mechanics

The summer Motor Technical College, based down its motor school maintenance department, sent prospective or mechanics off to other colleges, and prepared to begin the first full-time one year course for motorcycle mechanics in Britain, and probably in Europe.

At a time when the British motor cycle seems to be rapidly losing ground, the college might appear unwise, but the fate of British-made bikes is "irrelevant" to the future of the course, says Mr Anthony Tranter, principal of the college. Whether British machines are available or not, people are buying motor cycles in ever-increasing numbers, and most of these bikes are Japanese.

In the past the motorcycle was seen either as a black-leather hoodlum or a dedicated engine-tun shirer in his back garden covered in oil and surrounded by sports parts. The big buyer today, says Mr Tranter, is the well-heeled professional who wants to beat the traffic.

The editor of *The Sunday Times*, for example, commutes on a motorbike. People like that do not want to spend Saturday afternoon with a dirty rag and a spanner, and their bikes—costing between £1,000 and £1,500—do not take kindly to a tub.

The modern motor-cycle—constructed of alloy metals which require special welding, and rigged out with so many electronic devices that only a machine can diagnose its state of health—is beyond the competence of most skilled garage mechanics.

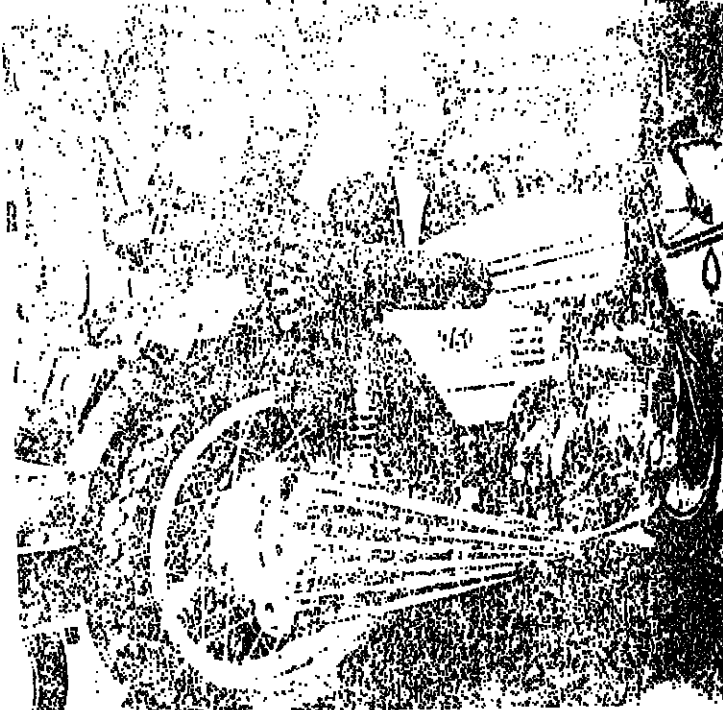
It is the past the motorcycle trade did not bother with serious servicing for bikes because their owners tinkered with them themselves," says Mr Tranter who rides a BMW himself.

"That's not on any more. But there is a serious shortage of people in the trade who can do it. They need training."

Two years ago Mr Tranter and some of his lecturers began to design a course and to persuade the City and Guilds Institute to accept it and the Road Transport Industry Training Board to pay employers who sent employees to attend it.

They also visited more than 200 manufacturers, engineering firms and dealers all over the United Kingdom and came away with free equipment worth more than £15,000.

"There isn't a workshop in the country that can approach our standard," says Mr Tranter. "For



Merton lecturers study their subject at Earl's Court last week.

example, to check whether a motor cycle that can do 130 m.p.h. is working properly, you have to ride it at 150 m.p.h. You can't do that in a city. But we have 1,500 m.p.h. of "rolling road" where you can take the bike up to that speed without moving off the drums.

The first two-year course began last year, with 52 students. As word spread the college was inundated with applications from all over the United States, France and New Zealand. There are 40 students on this year's 12 month full-time course and 30 doing it part-time.

Next year Mr Tranter hopes to expand—and to move advice to other colleges which are pre-

pared to undertake the large investment.

"The college is proud of the skills they are giving the motor cycle mechanics of tomorrow, well as alloy-welding, they taught how to make special tools to re-spool a wheel, and to run a business."

Mr Tranter believes that as his graduates who have the skill to run a business will be able to do for themselves without any help. "There is going to be more to the expansion of more sales, until the problem of congestion is solved. And I think that will be soon."

"We should have education on an orchestration of opposing and

## SPECIAL ANNOUNCEMENT

## EUROPEAN SCHOOL SYSTEMS

## France

## A ONE-DAY CONFERENCE

The Central Bureau for Educational Visits and Exchanges is organising the second conference in its European Education Days series. The theme is French teaching exchanges—of pupils, teachers, educational administrators, materials and experience. Sessions will be led by experts from the French Ministry of Education, recent participants in the intensive Study Visit scheme, and a senior Central Bureau staff.

09.45-18.00 on Saturday 25 October at the French Institute, Queensbury Place London SW7

Conference Fee £3.50

Fee includes background material, coffee, lunch, tea and conference reception. Open to teachers, advisers, LEA and college staff, and representatives of interested associations.

Reservations should be made as soon as possible—and will be accepted on receipt of the £3.50 fee—by:

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## IAPS conference

## 'Merge' while the going is good

By Philip Venning

Prep schools are enjoying an Indian summer of record pupil numbers while inflation and the likelihood of competition for 11-year-olds from newly independent direct grant schools cause them increasing concern.

Speakers at the annual conference of the Incorporated Association of Preparatory Schools last week urged the schools to make economy measures now while they are still strong. But few heads seemed interested in IAPS suggestion that they should consider amalgamating to form larger schools.

Mr Jack Higgs, the IAPS chairman, said that prep school fees had risen by about a fifth since the Houghton award on teachers' salaries but only three schools had been forced to close, and a sample survey showed that the number of pupils was probably at a record level, mainly because of an increasing number of girls in prep schools. A fall in boarders had been offset by a rise in day boys.

He suggested to the conference that, among other things, by increasing one year's tuition from £1,000 to £1,200, by reconsidering the optimum size of a particular school,

"Smaller is sometimes better and smaller, under a noble appeal to many parents. Where it is not best, early consideration of amalgamation may help."

Amalgamation was one of a group of economy ideas circulated by IAPS earlier this year. But the response was not enthusiastic.

A handful of schools are now looking for pupils, Mr Higgs said later, but because amalgamation usually means selling up one set of buildings, few schools are keen to go in as the weaker partner. More usually a strong school has snipped up another that is about to close.

Mr Jim Horley, head of Clifton College prep school, said that most schools at the moment were not looking for pupils such as making beds and sweeping corridors. Even if schools did not actually amalgamate, there was likely to be more cooperation over bulk buying and sharing of specialist staff.

Mr M. M. Jones, bursar of Radley College, warned the conference that even if the Government were successful in getting the rate of inflation down to 15 per cent a year, the schools still mean that fees would double every five years.

"We must take ourselves to face

## Dangers in conflict

Preparatory schools could act as a useful corrective to some of the excesses of primary schools if they moved into closer association with maintained schools, Dr Harry Judge, director at the Oxford University department of educational studies and a member of the Public Schools Commission, told the conference.

For the third time this century, there was a chance of a new relationship between private and state schools, he said. In 1910 and 1912, while under financial strain, private schools had tried to come closer to the state system. Once again, finance was likely to act as a spur.

There was no chance that the independent sector would be absorbed, but public resentment of the independent sector was likely to grow. Some way to bring the two sectors closer together was needed. The Commission had tried to come closer to the state system. Once again, finance was likely to act as a spur.

The Commission had tried to come closer to the state system. Once again, finance was likely to act as a spur.

"We should have education on an orchestration of opposing and

conflicting values." The real danger was that this conflict would become a conflict between private and state education, rather than within schools.

Those in education should ignore the questions asked by politicians and sociologists. "We should lower our sights and lower our voices." The colleges of education should emphasise on professional competence and a common cultural and less on sociology. It was professional competence, for example, on teacher training and curriculum development, that independent schools could make the most important contribution.

In public school, he said, the philosophy of education of education is more important than the content of education. It is a little more interested in teaching children about the changing world.

He also said about education should shift over to important new questions such as education of the 16 to 19 year olds, monitoring of standards in maintained schools, the limitation of competition in education, a common curriculum, the voucher system, the education of the most able, and so on.

## In brief

## 10 for every place

There are at least 10 applications for every available place in schools of pharmacy throughout the United Kingdom and a closer watch is to be kept on the number of students admitted for training, said Mr James Bannerman, president of the Pharmaceutical Society of Great Britain, at Norwich last week.

## Career samplers

Thomas Walker and Paul Curran, 15-year-old pupils of West Denon High School, Newcastle upon Tyne, were given a three-week voyage to Barcelona and back on the MV Daghosha, an 11,000-ton bulk carrier, by the shipping group, Common Brothers Limited, before deciding on careers in the Merchant Navy.

## Women engineers

The low rate of women to men in the engineering profession stems largely from the lack of interest by girls at the schools and not from any lack of capability or even opportunity, said Dr Elizabeth Laverick, deputy secretary of the Institution of Electrical Engineers and a governor of Hatfield Polytechnic, this week. She was commenting on a paper, "The Education and Training of Professional Engineers in the United Kingdom and its Influence on Women Engineers" which she is to present at the fourth international conference of women engineers (WIES) at Cracow, Poland, this month.

## Economics workbook

An economic theory workbook is to be prepared for first year international relations students by Mr Leslie Smyth, Dr Tony Johns and Mr Peter Lawrence, economics lecturers at the University of Keele. The Keele Foundation is backing the project with a grant of £1,500.

## Energy engineering

The faculty of engineering at Queen Mary College, London University, is to offer a course in energy engineering from October next year.

## Christian studies

The Hampstead (London) Christian Study Centre will be opened at the Hall Junior School, Belsize Park, on Monday. Courses will include the Christ of the Gospels, everyday ethics, Christian difficulties and world religion.

## Expansion

Edmund Hall girls' comprehensive school has been expanded to take a first year of 190 pupils in six forms to help meet the demand for girls at the school. The Greenwich division of the ILEA. The expansion, which is costing an estimated £682,000, will allow the school to have 1,000 pupils eventually.

## Tobacco science

The General Secretariat of CORESTA (Cooperation Centre for Scientific Research Relative to Tobacco, Paris) the international tobacco research association, have announced that nominations are now open for candidates for the third Philip Morris International award for distinguished achievement in tobacco science.

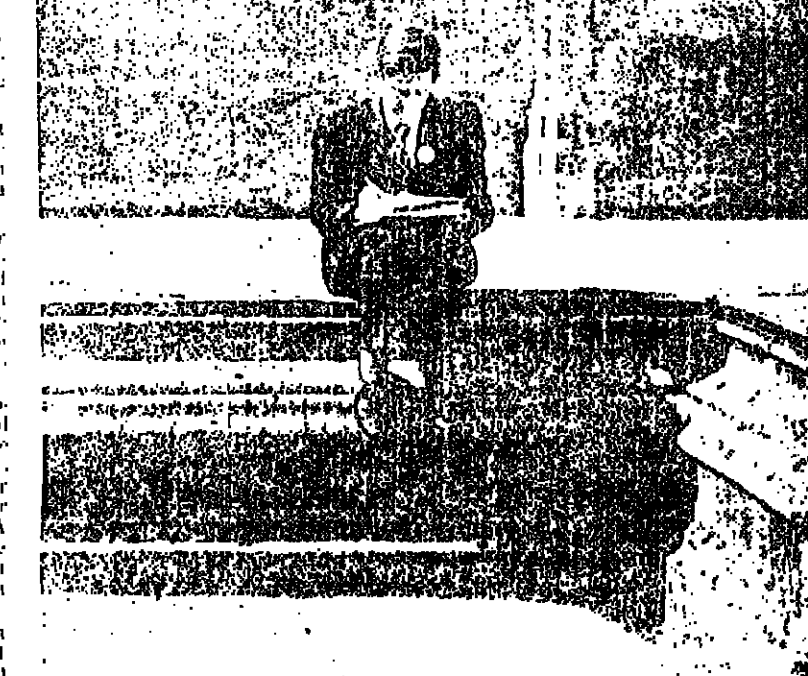
a more sound economic picture for the next two to five years. It may not make it a full impact felt before next year."

Fees would rise faster than most parents' income. It was inevitable that private boarding education would only be afforded by a diminishing group.

In the long run it was not clear what the effect of the capital transfer and proposed wealth taxes would be, but it seemed as if education would increase in value. "It is becoming one of the assets which a parent may actually pass on to his child."

In spite of all the talk about economies, the conference were urged not to sacrifice their support for the Joint Educational Trust, which was set up four years ago to pay for places in preparatory schools for children from disturbed families. A progress report reveals that nine children have so far been given places. All except one came from independent families.

Parents at the school pay £1 a term towards the trust, another £1 schools make contributions, and 10 schools offer reduced fees to most children.



Long delegate takes time off to check his notes

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Examinations are also retained from year eight in practical subjects such as handicrafts, but pupils leaving school at the end of the seventh year will only receive a written report. To coincide with this grades will only be awarded from the eighth year on.

An additional Fr 155m will enable the state to pay 65 per cent of school transport costs, the rest being met by the municipalities and parents. Increased funds are also provided for family education programmes.

All pupils with immediate receipt of development on to African children will receive special once-only allowance of Asian and South American countries. These are under £30 for each dependent child. These are the main cost of the EWLP's Final Global Evaluation Report, a refreshing social allowances. This will be a appraisal by Unesco and the more than 13,500m children. DEU Development Programme (UNDP). Arising out of a 1965 global conference of ministers of education on literacy, EWLP set out to experiment with "functional literacy" and summing

The biggest change in the educational budget has been the (estimated) 10 per cent reduction of the international expenditure scheme which has been in operation since the premiership of Sir Robert Menzies. The commissioners will be asked to review

After a short breathing appears as though the balance next triennial will be recutting back in education seems to be somewhat of a long-term look.

Only 12 per cent of now qualified to teach tongue and teacher colleges are expected special in-service courses next three years to

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## by Stanley Levenson

At a youth centre in Chiswick, with which she is connected, there is only one coach for about 150 children on a Saturday. Voluntary workers do a great deal but they can only take the children so far. Miss Stapleton hopes to put her views and experiences to a body like the Sports Council.

All 24 competitors, plus the reserves, are either students or teachers, the most famous of them being Olga Korbut, without whom the tremendous boom in gymnastics would probably have not been possible.

## 2,600 young Midlanders get into the swim

This year's contests were held last month in Richmond—little th

The children, who were from 12 and who were divided into various groups, went through an intensive course of swimming.

likely to undertake such an analysis," writes it, you will only be surprised and embarrassed at many Americans have been by the fact that you are easily taken in by concessions to the alienation of students of racism without really beginning to cure the disease or its most debilitating consequences.







## Sitting on a time bomb

Brixton, 1975:

'If this

young energy is not

tapped and

used for the system

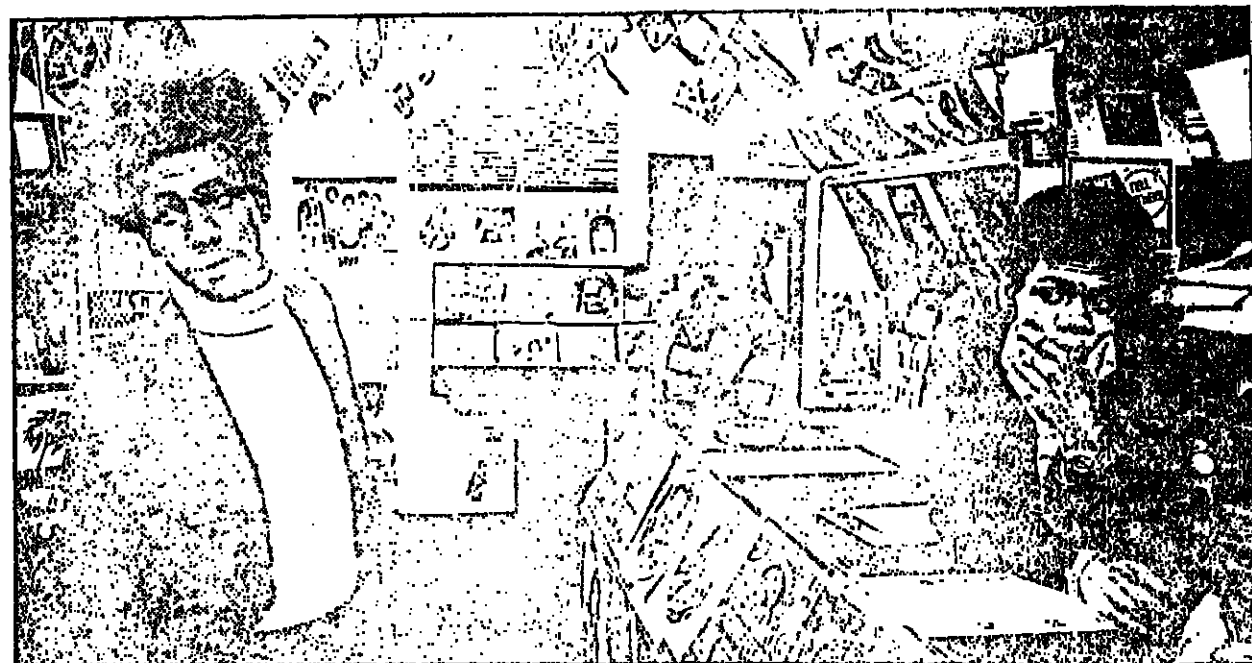
now, who

knows to what anti-

system it

could be harnessed?

CLARE WINTER, *Illustration*



Buchi Emecheta

"Read me my star," the young man commanded, as he pushed the day's copy of the *Evening Standard* under my nose, not too politely.

"Me no fit read man, so wharr 'appen" he shouted, rather proudly. He was well aware of the fact that most of his friends in the youth club could not read much either. He was proud of being a real member, not somebody different who could read the papers or be aware of himself politically.

"But you went to school here in London for nine years," I said. "How come you have nothing to show for it? How come you can't even read your star?"

In reply he shrugged his elegant shoulders and swore at me, in words that are better not printed.

This particular club in Notting Hill was not built for black young people, but the myth that West Indian youth could be dangerous and aggressive drove most of the white boys away, and by the time I came to work there it was more or less a black youth club.

But how come a young boy of six could not even absorb the basic methods of reading, even though he was in an English school? The numbers of such cases are growing daily. What is the reason to be done? If this young energy is not tapped and used for the system now, who knows to what anti-system programme it could be harnessed? It is like a time-bomb waiting impatiently to be triggered into action. As long as these young people are encouraged to be useless to themselves, to the society and to humanity, anything could result.

The West Indian boy works and moves under a kind of myth, which he can do nothing about. Because of the media, because of the way his history is put over, he is expected to be less intelligent than white boys of his own age. He would have to fight everything, and almost all the way, to prove that he is not so.

I know this because even though I am not a West Indian, I am both a teacher and a black mother with young boys in a London school. In most cases the boy acquires exaggerated gestures, and shouts in an unnecessarily loud voice. He is not to be noticed. But it is the wild behaviour that is mostly noticed by the overworked teacher, not the timid person inside crying to get out. By then he has acquired the image expected of him. "Oh, he is only a West Indian boy. They all behave that way. What do you expect?"

Most black children leave school at the first opportunity, for the whole process is meaningless to them. The more advanced and complex the syllabus becomes, the more impatient and inadequate they feel, and of course the more disruptive. They rub shoulders with their glassy-eyed, white counterparts, who are cut out for higher things. Inside the world outside, they find they have gained nothing from school that will qualify them for any job.

In London many literary classes have been created to help these social casualties. I was lucky to be employed to help such boys at Dashi's in Paddington. Dashi is a self-help project some blacks had set up to correct some of the myths attributed to them; this particular project was the inspiration of Vince Hines, a young black journalist.

The boys had learnt the bitter lesson of failure and rejection. They had failed to make any kind of foothold in this uncaring society. They had been rejected by their parents and families. They were mostly burdens in their local authorities, who in most cases did not know what to do with them. They were too young to be sent to jail, and even if they were sent to borstal they could not stay there for life, just for committing petty offences.

After the petty riots and small street fights in the Notting Hill and Paddington area, Vince Hines saw the way some young black people could be misjudged. He saw that most of these youths, wandering in the streets with no place to call their home, would simply degenerate and become hard-core criminals if no decent accommodation was offered. So he converted his flat into a temporary home for these homeless blacks.

Vince was at once bombarded by demands far above the number he could cope with himself. It was then that Dashi (meaning shelter, protection and development) was born. It was still a self-help organization, but it became a registered charity as well. Funds trickled in, and some of the local authorities who sent their most difficult boys to Dashi were even willing to pay for their keep. With this little help, Dashi became established.

At first, all that Vince could do was to see that the boys were well fed and kept presentable, while they were fighting for their rights, at the labour exchange or the Ministry of Social Security. Vince went with them to different offices, helped them fill in the required forms and helped some lucky ones to find employment.

The boys taken in had diverse needs, but in the main could be divided into three main groups.

There were those who only needed a bed for a night or two, after which they would go back to their homes to make up with their angry parents.

Then there were those who wanted to stay for a week or two. All they needed was a place away from the demands of their homes, and a kind of childish adventure which they felt their home surroundings would not let them indulge in. Most of the young people in this category made loyal friends and would visit Dashi from time to time, for a chat with their friends or simply to dance to their reggae records.

Finally, there were those who needed a longer stay. They had been so hurt by society that they had lost faith in themselves, and looked at everybody with suspicion. It was very necessary for them to stay as long as they possibly could. They usually left when they

had successfully held down a job for some months and could find a place of their own.

I was employed to do some remedial teaching with those of the third group who would neither read nor write, and in making education meaningful for the few who had adequately mastered the three Rs. It was not quite clear, at first, how I was to achieve these noble aims, or even what exactly the aims were. They were couched in one short sentence: "Just educate them." But the situation was one of those where you came, you saw, you planned and then carried out your plans. You knew that you were trusted to do the right thing, and that your plans could be implemented without having to be discussed and approved by committees.

My programme was simple. Every boy was encouraged to choose a subject of his liking. I kept the class small, six at most. It would appear at first that they were doing nothing in particular, each doing his own thing. Some would like to read; others who could write would write me a story; a few would simply tell me of their recent successes with their girl friends.

But there were some basic rules that worked themselves out of all this. The first rule was to read were taught from books written by black authors, and which were about the city they knew so well London. We laughed bitterly at the way blacks were treated when on the dole; we sympathized with authors who had to sleep in rooms full of rats and cockroaches as the boys themselves had done. The books they were taught from had meanings to them, for these were black boys in London, not in Kingston or Lagos.

With those who wished to talk, we always started from their present situation and talked back chronologically in time. This usually ended up with our arguing about who was right or wrong over the slave trade. Was the trade due to the greed of the African chiefs, or the lust of the white capitalist planter in the new world? Those boys who wished to draw could draw me a map of the West Indies or of London—or even a caricature of Enoch Powell.

After a while, boys started to take an interest in the copies of the *West Indian World* and  *Ebony* that were left lying about on purpose. Some even started to look at the national dailies. Those who needed special skills, after mastering the basic ones of reading and writing, were recommended and admitted to Piddington College of Further Education.

One boy, after reading his first novel right through, said: "I didn't know that books are meant to be read from the beginning to the end. I thought you just read a page or two, look at the pictures if there are any, flip the book away. You know, just as we did at school." The greatest success of all to my mind was the fact that many of these boys were beginning to find themselves, to know that they belonged to the human race, and were not isolated people fighting against a society indifferent to their immediate needs.

Buchi Emecheta teaches in the social sciences department of Quintin Kwasong School, London.

## Coming out of the kitchen

Percussion Instruments and their History.  
By James Blades. Faber £5.50. 0 571 10360 X.

Percussion instruments were once supposed to be only for children or those who could not master "real" instruments. True, kettle-drums earned a somewhat grudging respect—had not Beethoven written memorably for them?—but the rest of the percussion section was the "kitchen". To like this was vulgar, and respectable composers were supposed to avoid it. It made two kinds of dishes. First, there were instruments which could, indeed, produce definite notes but could not be respected because of their ridiculous names—the xylophone was best known as a spelling conundrum—while the others could only make loud noises. These instruments could support a rhythm or add excitement to the climax, but were incapable of subtleties. They needed little skill to make and more to play.

If you discover some such story as this floating around in your head then Blades is for you. It is a fat paperback, newly revised from the 1970 original, and much bigger than the corresponding Anthony Baines book on woodwind from the same publisher. These percussionists really deserve such a weighty tribute? Everyone who has heard Blades lecture or seen his recent television recital will know that he is an enthusiast. This is an enthusiast's book, crammed with strange lore and presenting the results of vast researches. There are lavish illustrations of rare instruments, many belonging to the author; there are many musical quotations demanding rare skills for their correct execution. Blades clearly possesses these; indeed, many were written with him in mind. He even in the same of the instrument; I should not care to be standing by when he plays the multiple whip.

It turns out that all the preconceptions are wrong, that the Western classical percussion has always had an honoured place. In Africa drums were sacred and prayer music had to be played on them; this could be played. In China the drums were true of song, and bells, the Indian player of the mridanga or tabla, the Egyptian *tanbur* on the *tanbur*, are important parts in their own cultures, and the most important member of the Latin American dance band is the man on the *claves*. These are just resonant wooden sticks, which are played together all over the world in one unchanging rhythm. You are wrong if you think this must be easy and uninteresting to perform. Blades quotes a player's firm denial: "No, no, I think of every bar to make it good."

Half the book is given to non-Western instruments and playing. Percussion is perhaps the most ancient way of making music, and even the Vedas of Veylon, who had no instruments, slap their bodies rhythmically to accompany their singing. African drumming encompasses rhythms in intricate patterns far more elaborate than any thing in Western music and which make the drum pattern in Stravinsky's *Rite of Spring* sound simple. The Yoruba *koloko*, or talking drum, is one of many whose pitch can be varied intently, a refinement of design only recently available to Western composers with pedal-timpani and first used by Bartok.

Although many of these instruments are used singly, there are percussion orchestras as well. Among the best known is the gamelan in Western music and which make the drum pattern in Stravinsky's *Rite of Spring* sound simple. The Yoruba *koloko*, or talking drum, is one of many whose pitch can be varied intently, a refinement of design only recently available to Western composers with pedal-timpani and first used by Bartok.

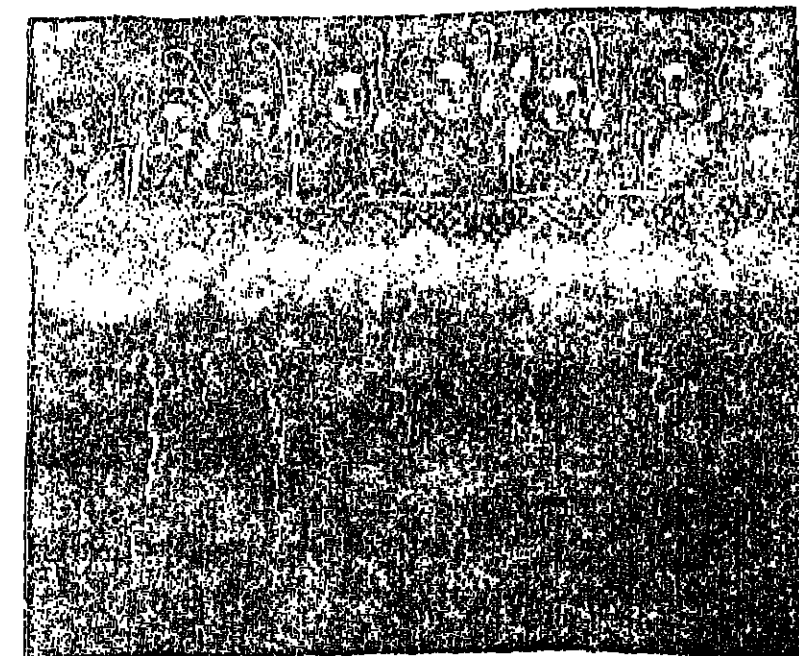
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Stephen Barber  
traces the  
history of  
percussion  
instruments



Left:  
Chinese bells. Luttrell  
Psalter.  
Eleventh century.  
Below:  
Laced kettledrums and  
hooked sticks.  
Eighteenth century  
Ethiopic manuscript.



The classical West has amply made up for its neglect of percussion. This is Blades's real home ground and he happily fills up his book with hints on playing and snippets of out-of-the-way information. "Chains have a small repertoire," he will say, and his perfect performance in dealing with composers' requests overcomes any doubts about the more outlandish ones. Extreme cases are Wagner's 18 anvils, Mahler's cowbells and his hammer, heavy but not metallic, and Maxwell Davies's glass-breaking machine and his bell, which has to be lowered while still sounding into a bucket of water. Why not, if that produces the sound the composer wants? It was Debussy who really started the modern vogue for percussion. Before him Beethoven and Wagner had written mighty pieces for the timpani and Bartok had made interesting suggestions, but too little was known of the instruments and their possibilities. But at the Paris exhibition of 1889 Debussy first heard Javanese gamelan music and this fired his imagination. Five years later he used tuned "sounding cymbals" in *La Mer* and *Don Juan*, first of a series of orchestral works which show a fabulously delicate and exact ear for sound.

The French and Russians have always liked bold and brilliant colours and soon followed Debussy's example. Saint-Saëns introduced the xylophone in *Dance Macabre* to suggest the rattle of dead men's bones, but it has since showed itself capable of a surprising expressive intensity. Stravinsky delighted in percussion and wrote elaborate parts, all of which he is said to have tried out himself, though I cannot believe he took them up to speed in *The Soldier's Tale* a single player's work on several instruments and is told exactly what kind of stick to use and how to hold them. In the devil's triumph at the end the drums bring all the other players in silence and are left holding the stage alone.

It seems it was not the composers but only the audiences who took a passionate delight in percussion. In Bartok's *Sonata for two pianos and percussion*, the percussion is as important as the pianos; indeed the work ends with a drumming contest. And Stravinsky, who wrote the first work at the Paris exhibition, was a passionate lover of percussion and wrote elaborate parts, all of which he is said to have tried out himself, though I cannot believe he took them up to speed in *The Soldier's Tale* a single player's work on several instruments and is told exactly what kind of stick to use and how to hold them. In the devil's triumph at the end the drums bring all the other players in silence and are left holding the stage alone.

Blades offers a gargantuan feast for anyone starved of percussion lore. His book is not well organized, but it is well indexed; there are entries for "ass, jawbone of the Samson", "knicky knackers" and "lion's roar". But really it is a book to browse in, to learn of the bewildering variety of ways in which living appropriate objects can become music.

## The soul of a mad heron

Kitty Mrosovsky on decadence

*Poems.* By Jules Laforgue. Edited by J. A. Hiddleston. Blackwell £3.00. 0 631 15940 1.

*Paul Verlaine and the Decadence 1882-90.* By Philip Stephens. Manchester University Press £4.30. 0 7190 0562 0.

To their contemporaries, the behaviour of the decadents sometimes seemed like that of hydra-headed savages. And it still arouses a certain curiosity, as they are observed on their phosphorescent, delirious, and rather adolescent course. Philip Stephens decides that the key note of the movement is the sad sensation of Verlaine's *Langueur*, a view which is hardly new. But he shows that this poem by no means crystallized the movement, whose mercurial language and Greek slave boys were flaunting themselves already in the pages of *Le Chat Noir*, and that Verlaine, needy and gregarious, kept his head, while quite prepared to assume nominal leadership of the decadent school. The truth was that he didn't care what schools poets belonged to: "pourvu qu'il me fissent le frisson", as he decadently put it.

Mr Stephens probes between overlapping paradoxes, concentrating firmly on aesthetic decadence rather than on the wider ripples of the notion, and demonstrates in black and white the historical significance of his artfully timed samples. When does a decadent become a symbolist? When all the gelatinous impressionism stops giving a sensation of reality, and starts giving a sense of unity? By pointing out that the most out-of-decadent poets were minor self-paralysers, and that the best poets, notably Verlaine and Mallarmé, outgrew decadence, Mr Stephens keeps on a sure footing. But when it comes to discussing Laforgue, that short-lived poet whom he refers to as "an epitome of decadence", the difficulties begin, or ought to.

J. A. Hiddleston is touchingly keen that Laforgue should be loved for himself alone, and not because Pound or Eliot found him provocative. His selection is, as it is clearly intended to be, a good starting point, though the notes are a little over-explicit. It's his time readers stopped being told that the soul of a mad heron sobbing on a lake, or a wastrel by a frozen lock, "represent the poet"; they should be allowed a deliciously low intuition, if the facts are not already crying out loud.

Self pity, which often breaks through the cool mockery of the verse, is a not-so-attractive aspect of Laforgue. And decadent he certainly was, with his vivid colloquialism his flail for such coinages as "eternity"

and "sexiprimal" and his rusty world of bored-organism and boredom. Indeed, he shelters quite effectively under Mr Stephens's sensuous umbrella: starting with pathetic exhibitionism, going on to piteous piquancy, and finally getting genuinely raw. The streak of cruelty which runs through his personae shows many repeated lower-limbs their exhaled force-fed through the nose as a revenge? is another aspect of his decadence.

Dr Hiddleston, however, follows up his useful introduction with a careful coaxing of echoes and repeats into the open, and makes a good case for the masterly harmony of the *Demers Vers*. By the time he and Laforgue have finished, the latter has been shifted into the alpha pigeon-hole of aesthetic unity.

But how impoverishing it is to exclude Eliot from the conversation, and besides, how impossible it is not to catch his eye: "O geraniums diaphanous, gurgling eyes"

Sacredness emanates from his eyes. It was Laforgue's geraniums with their re-arrangement of thought and feeling, that added a dash of modern colour to Eliot's concept of "disassociation of sensibility", yet Dr Hiddleston slips the term into his introduction as if it were merely an anonymous way of describing a conflict of emotions. Mean-while there is some doubt as to whether Laforgue's "anti-intellectualism" is to be regarded as good or bad: does it lead to "the cult of the ephemeral", or to "the ephemera, the passing truth of the moment"? I fail to see why the French word should assume more airs and graces than the English.

Laforgue is anti-intellectual in the sense that he doesn't believe in the big R of reason, nor in the reasonable behaviour of individuals. But he is an intellectual poet in Eliot's sense, that his thought and reading—Dr Hiddleston rightly devotes several paragraphs to Hartmann's *Philosophy of the Unconscious*—affect his sensibility. He often seems to be lost in thought (to use an under-repeated expression), with all the imaginary dialoguing which this can entail, or "just thinking" about the moon, marriage, sex, Sunday, sterility, conventions, words, the atom, anything—and ironically calling himself the Lord Chancellor of Analysis.

As for ephemera, these may be mocked, admired, or deified. Reading Laforgue's *Poems* is an immediate experience, like counting one's fingers (though a head of hair—knows sometimes, but at its best the *vers libre* is shrimply groomed).

O Solo de lune.

Vous, défiez une plume.

Laforgue was not a lonely bird, but this selection should at least help him to make more friends.

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## THE RIGHT KIND OF AUTHORITY

**Charles Hannam**

**Geoffrey Brereton**

*A Literary History of France: The Middle Ages.* By John Fox. \$7.00.  
0 510 32201 S. Renaissance France: 1470-1589. By L. P. Delarbre. \$5.50. 0 510 32202 O. French Ren-

These two books complete the useful and substantial six-volume series edited by P. E. Chaves and are well up to the standard of the rest. Though the distinction between a "literary history" and a "history of literature" is still not entirely clear, the first term is broadly justified by providing a background of political, social and cultural history sufficient to set the literature described in its contemporary contexts.

The problem of method, if such books are not to be used only for reference like dictionaries of literature (though they can be, thanks to good chapter-summaries, and indexes) is tackled successfully. The book is chronological and based on genres, whose development and decline is traced in meaningful ways. Full emphasis is given to linguistic and stylistic features. Occasionally there is an overspill where both authors have an exposure on the ground of literary editing. This particular work, this would be difficult, if not impossible, to avoid.

Professor Fox's 380-page survey of some six centuries of surviving medieval literature is a triumph of selective compression, though it does not read as compressed. Usually, after an informative general consideration of a genre, he singles out a few outstanding works or authors and treats them descriptively. Descriptive criticism is emerging as a recognized category and has everything to commend it as a corrective to over-generalized theory.

Like explication, literary description can be as slanted as commercial advertising and there is no law to protect the consumer. In this case mainly the student. But both these authors command confidence as authorities in their fields who quote with the necessary reverence the opinions of other authorities even where they disagree.

At the same time they express their own critical judgments, stimulating if sometimes debatable. Professor Fox sees *La Chanson de Roland* as a tragedy (*trahis and inevitability*) but lends the case little by translating the "*quedatur*" of the text as "how tragic but five lines later "*granz dolois*" as "great mourning". Was the death of Roland and his troops "very

## PUBLIC AND PRIVATE LEISURE

**Leisure and the Family Life Cycle**  
By Rhona Rapoport and Robert N. Rapoport. Routledge and Kegan Paul £8.50 0 7100 8134 0

This exploration comes at a time when leisure provision is still too often viewed by local and central government providers, and even by private enterprise, as being synonymous with plant and formal facilities. It comes when central government still fails, through lack of vision rather than of finance (for finance is not the main issue) to encourage an open vision of public and private leisure.

This study offers a view which could stimulate a fundamental rethinking in this area. The title serves as a keynote. In proposing public directions of a new, or half-forgotten type, they have returned to that most basic of social patterns: the family life cycle. Rather than getting trapped in the demands of particular leisure interest groups, they concentrate, through secondary sources and extensive open interview views, on the interplay of family interaction, personal growth, work and leisure at a series of stages in life.

The core of this book consists of four chapters, each balancing selected narration from a few interviews with more general conclusions.

The four stages are: (1) Young People (Identity Crystallisation), (2) Young Adults (Identification with Social Institutions), (3) The Establishment Phase (Life Investments), and (4) Life Styles of Later Years (Personal and Social Integration). The style of research and presentation, evident also in the authors' *Dual-Care Families* (Penguin 1971) conce-

Although criticized by some, the technique does at least stimulate consideration of options in leisure policy. The survey was made of those interviewed, at whatever stage in life, seen keen to embrace more of life's experiences—at their own pace and place. The Reports have done well to draw from each stage a series of policy implications which are useful to the parent, the teenage, the housewife, the person about to retire, the person from slumber and the teacher as they are to the local Leisure and Amenities Officer.

For each group there is a summary of the fundamental demands that people place on their leisure time. For young people the "interest" is "interest" in variety, new experiences, living, solid extra-family relationships. For the elderly, maintenance of relationship and life purpose are more evident.

Concluding there is a modest plea for institutionalized leisure, providing

movement in education is under constant attack, we have here a headmaster who put into practice some of Horner Lane's ideas and he never neglected "excellence" either.

At Midhurst, excellence was of the kind that enhances individuality, sensitivity and warmth rather than the soul-destroying rat-race competition. Participatory democracy is a school ethos brought to life by a democratic and pluralistic, but at Midhurst, in the early 1940s, the school board ran a school meeting and helped to make their own rules. While the beating of children is still legally permitted it was abandoned 30 years ago. Luke writes, "A very honest headmaster under whom I worked as a young schoolmaster once told me that he had given up punishing when he realized the 'costs' of doing so had been too high in 'self feel'". Luke thinks deeply about the nature of punishment and helpfully distinguishes between the shame and the feelings of guilt we evoke in the different case. He concludes that the best way to deal with the unacceptable behaviour of children is, about the best he can begin to deal with it constructively: this book has important chapters on the tensions and conflicts latent in the

Lule ran a school where children came to realize their potential. He describes how he dealt with pupils who had been rejected by their peers and by their previous, sometimes very "distinguished" teachers. These children, some of whom were thieves, bed-wetters, and asthmatics, those who could not communicate with adults, and those torn by parental conflicts and family tensions, that they could not work effectively. For these few and for the many "normal" children, the school became a liberating institution where children could function as human beings, and not just as scholarship-winning machines. There were failures, as well as successes, and I suspect that the school was not a very active vehicle for able children, but here one may place the book in the context of the

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Penguin.*

---

*Modern Japan: Aspects of History*

The 14 scholarly papers which constitute this book were all presented during a conference on modern Japan which took place at S

Antony's College, Oxford, in 1971. Conferences have seldom resulted in papers with either the uniformity of theme or of quality necessary to a successful collection of essays, and this volume is no exception. We are catapulted from the first Japanese newspapers of 1868 straight to the Washington conference on naval armaments in 1921, from elections to the League in a non-therapeutic interval in the 1920s to present governmental attitudes to foreign trade. It is, however, the uneven quality of the papers rather than the sudden leaps of subject matter which is disappointing.

This is not to say there are no  
welcome additions to Japanese  
scholarships among them. Ian  
Nicholson, on the Washington Conference  
and Brian Powell on the turbulent care  
of the actress Maruki Sumiko  
and Gordon Daniels on the Tokyo  
raids are fascinating accounts  
of subjects which I believe have  
received little critical attention from  
western scholars. In these times of  
inflationary times, however, at £7,  
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## What to Read in English Literature

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### *This week in the TLEs*

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## 30 Books/History/Literature

## AFTER THE PILGRIMAGE OF GRACE

Rosemary O'Day

*Reformation and Resistance in Lancashire, By Christopher Haigh. Cambridge University Press £8.00. 0521 20367 8.*

Dr Haigh has produced an excellent monograph. It is based upon work done for his PhD thesis but avoids most of the pitfalls of such books. He has put forward a carefully controlled argument concerning the progress of the Reformation in Lancashire, supported by a wealth, but not a surfeit, of interesting detail. Relatively brief chapters treating individual aspects of the problem help the narrative along, presents the general reader with easily digestible material, and ensures that every point is made effectively. The general significance of the book is such that it is a great pity that it has been priced out of the general reader's reach. Moreover, it is not very attractively produced, although the scholar will thank the Cambridge University Press for placing its footnotes at the bottom of each page. Perhaps, however, the inconvenience of searching for the relevant footnotes at the back of the volume is more than compensated for, for both author and reader alike, by a reduction in production costs and thus in price.

The reception which the Reformation received in Lancashire was somewhat different from that elsewhere. Dr Haigh argues that en-

thusiasm for Catholicism came late in Lancashire, reaching its high point in the sixteenth century. Thus, although it would be difficult to prove that the Lancashire men were more pious than people elsewhere, it is true that the tenets and practices of late medieval Catholicism were retaining their hold in the county at a time when disillusionment with them was prevalent in the south. But the Henrician Government, in seeking to enforce the Reformation at a local level, had to face other problems. Lancashire was composed of extremely large parishes in which a large proportion of the population dwelt at a great distance from the parish church. Many incumbents were non-resident and, in any case, the size of the parishes made supervision difficult, widened the gulf between hierarchy and laity, and meant that the church courts scarcely stood a chance of enforcing discipline.

Moreover, at a time when the Government would perforce have to restrict the implanting of the Reformation at local level to the parochial clergy, many of the parishes were wholly in the hands of poorly educated assistant curates, who were difficult to discipline and who were isolated from the reforming ideas current in the capital and the universities. Dr Haigh also points to the extraordinary survival of feudal forms in the county and suggests that it was in such situations, when authority within the community was

retained in private hands, that Catholicism tended to survive.

When it came to the enforcement of the Reformation, Lancashire's isolation from the south proved an important factor. The propagandist techniques and the political efforts of the central government appear to have failed miserably in most areas and a general lack of sympathy with both the government and the capital is evident. Yet when rebellion came in 1536 it was inspired not by the issue of the supremacy but by attacks on ceremonies and doctrines. There is every evidence, Dr Haigh convincingly argues, that Lancashire was treated leniently in the aftermath of the Pilgrimage of Grace.

The official Edwardian reformation was almost entirely destructive in this area. The seeds of the new religion were not sown effectively, partly because of lack of time, and matters were not helped by a sharp decline in clerical recruitment. To some extent, however, an unofficial reformation was at work. A group of Protestant academics implanted their beliefs by personal links with their families and friends and a tightly knit group of Protestants resulted, probably drawn from the small farmer, artisan and tradesman classes, which showed some continuity with later puritanism.

The author, in a penetrating chapter, shows that Catholicism's chief strength under Mary was its antipathy to heresy, whereas there was considerable theological confusion among Catholics and a crying need for an internal reformation—particularly in the provision and

education of parochial clergy. To some extent, this need was fulfilled and a considerable revitalization of the old religion by both monks and laymen was staged so that it was able to mount a determined resistance to the policies of Elizabeth's government.

The section dealing with the attempts to impose Anglicanism stresses the inadequate administrative machinery, the laxity of the bishop (Bewellham), and the particular difficulties encountered in the region. Dr Haigh is particularly good when dealing with recusancy and the approach of the establishment towards it: the authorities believed that the old religion would die out with the demise of the old priests; when in 1575 a new sense of urgency was felt and persecution began in earnest. Dr Haigh discusses the regional distribution and strength of both Catholicism and Protestantism and produces some convincing explanations. He certainly demonstrates that Lancashire as a community was divided into two warring religious factions by the Reformation—here Protestantism did not replace Catholicism as the prevailing orthodoxy.

This book is well worth purchasing and it will be a tragedy if it is read only by specialists. Teachers should be incorporating interpretations like this into their presentation of the Reformation. Those who have read G. E. Elton's *Policy and Practice* should look also to Dr Haigh's book for a detailed analysis of Tudor policy enforcement at local level.

## METROPOLITAN REVIEW

Simon Jenkins

*The London Journal, Vol. 1, No. 1, May, 1975. Longman Journals, 43/45 Amundale Street, Hough 117 0LB. Subscription £3.00 per issue.*

So many popular "London"azines have been started and so many have failed, it is not surprising that the London Journal, which has already appeared in earlier works, this book, for example, is made up of a series of essays which first appeared in *The Magazine of Fantasy and Science Fiction* between 1959 and 1966. All of them have appeared in collections of those essays (covering a wide range of scientific topics) which are produced at regular intervals—but this is the first time that the astronomy essays have appeared together.

I am not sure that this is entirely a good thing. One of the great assets of Asimov's contributions to *The Magazine of Fantasy and Science Fiction* was his ability to explain the science in a way which was both accurate and accessible. The essays in this book, however, are written for a specialist audience and are not as accessible as the original essays.

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## OUTWARD FROM THE EARTH

John Gribbin

*Asimov on Astronomy, Macdonald and Jones £2.25. 0 356 08019 6.*

Isaac Asimov now has nearly 150 books to his name, and is in the fortunate position of being able to produce "new" books by recycling some of the material which has already appeared in earlier works. This book, for example, is made up of a series of essays which first appeared in *The Magazine of Fantasy and Science Fiction* between 1959 and 1966. All of them have appeared in collections of those essays (covering a wide range of scientific topics) which are produced at regular intervals—but this is the first time that the astronomy essays have appeared together.

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other volumes of collected essays, giving a broad but shallow view of a lot of science. But when it comes to a whole book on one specialist topic, Asimov is on his solid ground. Asimov on biochemistry, for example, would be worth a look, but certainly not Asimov on anything else, when others with a deeper understanding of specialist fields can write their own popular books.

These particular essays are presented to give a picture outward from the Earth, through the Solar System, to the broader Universe. But because of their age there is no essay on quasars, pulsars, X-ray sources, or black holes, and omissions from a book of this kind published in 1974. And Asimov, when writing outside the biological area with which he is most familiar, can perpetrate veritable howlers.

In calculating the speeds of planets and satellites in their orbits, for example, he correctly defines the speed of light as 186,000 miles per second, but then uses "Mach numbers" for the speeds of the planets and

satellites. It is absurd to say that the speed of light is 186,000 miles per second, but it is equally absurd to say that the speed of light is 186,000 miles per second. The speed of light is 186,000 miles per second, but it is equally absurd to say that the speed of light is 186,000 miles per second.

There are other small points—the area of Canada is really less than that of the United States—and in a discussion of the "relativity" of motion Asimov seems to think that all frames of reference are equally valid.

For all its flaws, the book will help to maintain the popular interest in astronomy and contains many fascinating insights into problems usually looked at in more straightforward ways. It could be used as an aid in teaching physics, bringing out the implications of Kepler's and Newton's laws. But this, with only the aid of the teacher's own grasp of astronomy, is a better use of the book than Asimov's.

## PHYSICS IN EVERYDAY LIFE

E. G. Breeze

*Introductory Physics, Vols 1 and 2. 0 7010 0621 8 and 0623 2. By M. V. Detheridge and M. Nelson. Chatto and Windus £1.20 each.*

The name Nelson appearing as author or co-author of a physics textbook is practically a guarantee of excellence. One expects to find competent writing and high academic standards. These two books certainly live up to that reputation. Based on the Nuffield Secondary Physics course, they cover a great deal of material. New drawings, some conventional, some amusing, and significantly, some very good photographs as well. In academic courses in physics of the O level type, including Nuffield, there is all too often inadequate attention to the part which physics plays in the lives of us all. Messrs Detheridge and Nelson have gone to a great deal of trouble to remedy this lack.

I particularly liked the drawings of the authors illustrating potential and kinetic energy transfers—and there are many more similar good examples. The 15 chapters in the two books cover all the standard topics in a modern course of O level physics. For example: materials and molecules, forces and pressure, energy, electric circuits, motion, magnetism, optics, optical instruments, light, radio and sound waves.

Most textbooks, nowadays offer summaries at the ends of the chapters as well as the usual batch of revision questions. Our authors here have added "Projects and Investigations". These must certainly stimulate the interest and enthusiasm of the pupils. Two quite delightful books in many ways.

Nevertheless, I have serious doubts. The Projects and Investigations books provide an introductory course, suitable for junior forms. We have had in mind the

last three years of schools following Nuffield-type courses. . . . Now, in the majority of secondary schools in this country, the junior class consists of the 11 and 12-year-olds. These pupils would have to be very gifted indeed to cope with these books. It is possible, too, that no school could allocate the time which would be necessary. The pressure would really have to be on to cover the material on two periods a week. Nor am I sure that ordinary junior pupils in secondary schools are mature enough to grasp all the concepts which are so freely offered. Another worry, so much is covered at such a high standard that it will be difficult to occupy the remaining two and a half years of the O level course with new and interesting material. There is precious little left for the students as they go up the school.

However, if, as a physics teacher, you are looking for more ideas have a look at these books.

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## STINGERS, BRITISH AND FOREIGN

Keith R. Snow

*The World of the Wasp. By Jay O. I. Spoczynski. Frederick Muller £3.95. 0 584 10338 7.*

In this book the author reviews the life cycles and behaviour of wasps. Many foreign as well as British species are included, the term "wasp" being used in its widest sense to include not only the social wasps like the common wasp and hornet and the solitary wasps such as the potter and mason but also members of the ichneumonids, braconids, chalcids and gall-wasps of the hymenopteran group *Parasitica*.

The personal involvement of Jay Spoczynski with wasps shows through in this book quite clearly with many examples of original observation being cited. The style of writing adopted is interesting and unnecessary terminology and jargon are kept to a minimum. About 30 splendid line drawings, mostly of individual wasps and wasp nests, accompany the text, all drawn by Melchior Spoczynski. There is also a section of 14 halftone photographs showing close-ups of adult and immature wasps, a wasp's

nest and a number of wasp-induced plant galls. About two-thirds of the book is devoted to the natural history of the various group of wasps, the remainder being made up of five appendices. The first of these is entitled "How to Study Wasps" and provides details of the observation and rearing of wasps. "Mating" is a "Reference Collection" is the title of appendix II where collecting, preserving, displaying and identifying are discussed. Clearly these two sections would be better classed as additional chapters. Appendix III is a check-list of the British wasps and further appendices list books for further reading and present a glossary of terms used in the book.

Personally I should have liked to see references to original sources of information included in the general text. The content of this book is of a high standard but the absence of cited literature limits the reader's ability to find out more. As it stands, *The World of the Wasp* will prove to be both fascinating and valuable to the keen naturalist, general entomologist and interested reader only, where as it could, I feel, with little modification have been a standard entomological work.

minutely itemized (the bibliography runs to 37 pages) but it is somehow comforting to know that such a reference work exists should you ever need it. And behind the statistics is a story of language and shame. A chapter called "The Systematic Persecution" concludes that in the last 20 years several million birds of prey have been ruthlessly destroyed in Europe. J.S.

## HAZY NATURE

*Britain's Wildlife. By Brian Grimes. Photographs by John Markham. £1.95. 0 00 106144 5.*

*Britain's Wildlife* is intended as a celebration of the artistry and skill of John Markham, the outstanding wildlife photographer, who died in 1972. The book displays a large number of his pictures, mostly of birds and mammals, with some other animals and a scattering of plants. A number are in colour but the majority are black and white. To each picture there is a short, staccato caption, offering a brief glimpse into the private life of the subject of the photograph. The book could therefore be thought of as an introductory pictorial encyclopedia for a child, although for this purpose the text is rather brief and the sequence of subjects too erratic.

Rather, it is as an exhibition of the photographer's masterpieces that the volume should be judged, and here it is disappointing. Colour printing is an art as subtle as the colours of nature. John Markham was a perfectionist; the producers of this book are not. Even more astonishing is the publisher's failure to capture anything of the spirit of the photographer's monochrome pictures. Markham's prints were crisp, black and white; here they have become hazy, grey and grey. A few of the flower and insect plates show what could have been done.

Well produced, this book might have inspired young naturalists to emulate the schoolboy Markham, patiently identifying wild plants and animals and recording them on film. Instead, *Britain's Wildlife* will, sadly, leave youngsters wondering what all the fuss is about. J. Seymour

## BIRDS OF PREY IN EUROPE

*By Maarten Bijleveld. Macmillan. £12.50. 17330 9.*

*Birds of Prey in Europe* is a scholarly account of the decline in numbers of these awesome birds. If Dotar is a shopping list, Bijleveld is a treatable. No sane person would take to bed this battery of data,

minutely itemized (the bibliography runs to 37 pages) but it is somehow comforting to know that such a reference work exists should you ever need it. And behind the statistics is a story of language and shame. A chapter called "The Systematic Persecution" concludes that in the last 20 years several million birds of prey have been ruthlessly destroyed in Europe. J.S.

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## THE MAN WHO TOLD TOO MUCH

Patrick Carnegy

*Kafka's Other Trial: The Letters to Felice. By Elias Canetti. Translated by Christopher Middleton. Chatto and Bagnall £2.95. 0 7145 1087 1.*

"Could it be that one can take a girl captive by writing?" Kafka asked in a letter to Max Brod some few weeks before he met Felice Bauer. Kafka was involved with Felice between 1912 and 1917: it is the old story of a sensible girl drawn into the web of a man set apart, who spins it not at all to entice prey, but just to guard his essential solitude. (Kafka's "dearest business-woman" was in fact no sensible that 15 months after their final parting she married a well-to-do Berlin businessman, by whom she quickly had two children. She outlived Kafka by nearly 40 years, selling his letters to a publisher five years before her death in 1960.)

In the five years of their struggle, Kafka and Felice may have had as many "happy" days together. The rest was purgatory, if not very hell. What, one wonders, could have been the effect upon Felice when Kafka told her (five months after they'd met) that he'd

often thought that his best mode of life "would be to sit in the innermost room of a spacious locked cellar with my writing things and a lamp"? Kafka always told too much.

They hardly ever met—hence the 500 close-printed pages of Kafka's letters to the girl to whom he was twice engaged and whose bed, in some manner or other, it seems he shared for a night or two in a Marienbad hotel; this, nearly four years after their first meeting. That nothing survives of her letters seems only just. We know perhaps only a little less about her than Kafka himself actually did. For the Felice to whom he bared his soul in those terrible letters was no real person. No wonder the prospect of seeing her face to face was always alarming—their occasional meetings were, as Elias Canetti puts it so well, not planned but rather subject to endless "negotiation".

Kafka's "Other Trial" was his trial by Felice, and it was during it that works as enduring as "Metamorphosis" and *The Trial* itself came into being. Felice offered Kafka life, but to a man who knew that his only hope lay in literature,

that, precisely that, was the adversary.

It was against her that he tested a vocation, one which even to writers of genius like Kafka must so often seem a tyrannical chimera, and in her that it, and not she, was confirmed. Life had to be declared guilty so that the writer could pursue his trial by literature, where one's sentence is the eternal uncertainty of the verdict.

For Elias Canetti, "all the ivory towers in the world crumble before this cellar dweller". His book records the hold that the *Letters to Felice* have exercised on one who is himself a major writer (*Auto da Fé, Crowds and Power*) and aphorist (*Die Penetration des Menschen*, 1973, not yet published in English). Canetti's brief and beautifully written study fills out the background to the *Letters* from Kafka's already published diaries and letters, and is everywhere informed by the insights of a lifetime's reflection on Kafka. (*Letters to Felice*, edited by Erich Heller and Jürgen Born, and translated by James Stern and Elisabeth Duckworth, is published by Secker and Warburg at £8.00.)

## WHEN VIKING MEETS CELT

Shirley Toulson

*North. By Seamus Heaney. Faber £2.95. 0 517 10564 5. Paperback £1.25. 0 571 10813 X.*  
*Irish Poets 1924-1974. Edited by David Marcus. Pan 75p. 0 330 24301 2.*

Two poets have understood and chronicled the potent chemistry that results when Viking meets Celt. They are George Mackay Brown in Orkney and Seamus Heaney in Ireland. *North* is the most powerful statement of this vision. The poems included here draw from Mr Heaney's earlier concern with the farms of his childhood, and with his

later interest in the freak preservation of human bodies in Danish bogs. I am especially glad of "The Seed Cutters" which represents the former, and of "Strange Fruit", one of the most beautiful examples of the latter. Yet this volume marks a new stage: a fusing of autobiographical recollections with a more general feeling of history to produce a comment on the times—in Ulster that is best stark and compassionate.

Mr Heaney is, of course, included in David Marcus's *Irish Poets*. Born in 1929 he stands half way in this collection between older poets like Padraic Flanagan, born in 1924, and whose youngest, William Piskett, is

now 23. This then is hardly a collection of poems written during the last 50 years as its title might suggest. The time span it covers is, however, wide enough for one to be surprised that the 60 very different poems represented here do have so much in common. It would almost seem to make sense to talk of Irish poetry. The poets here are lyrical but not romantic, they deal with rural matters without languishing into pastoral, and they refuse to take sides in their country's religious divisions. As far as verse forms go there is a feeling that poetry is too urgent a matter for gimmicky dead-end experiments,

*The Thirties*, by Julian Barnes, published by Faber and Faber, reviewed in *TES* on July 11, is available in a paperback edition £1.50.











## Laying down the law for the consumer

by Niece Crowther

*Whichcraft, No 1, Consumers' Association, 14 Buckingham St, London WC2N 6DS. Price 17p for a year's subscription of 6 issues, for a set of 10 Joe and Jackie Comic Strips. Greater London Citizens' Advice Bureau Service Ltd, 68 Chilton St, London NW1 1JR and Community Service Volunteers, 237 Pentonville Road, London N1 9NF. Price each sheet 2p, strips 5p.*

Both *Whichcraft* and the *Joe and Jackie Comic Strips* have appeared recently to answer the need in teenagers' schools about various aspects of the law, and how it affects them.

*Whichcraft*, from the Consumers' Association, naturally concentrates on consumer law, and since it intends to be published in eight-page sections twice a term, it is in a position to keep abreast of current developments. Five *Joe and Jackie Comic Strips* have been published to date, and they, too, recognize the fact that, as legislation changes and services alter, the material will need to be brought up to date.

Both these series attempt to inform and educate possibly reluctant teenagers through making the material palatable and easily digestible. It is, perhaps, a coincidence that the first topic chosen in each case is what to do if a pair

of brand new shoes falls apart. ("Fit for feet and fit to wear" *Whichcraft*), the subject is introduced by a short story about Sally, whose evening at the youth club is "quite spoiled" by the wedge heel coming off her new "plais". In trying to bring the issue down to what the writer thinks is the typical teenager's level, the tone comes across as patronizing, and consequently Sally's endeavours seem ridiculous.

The questions and activities which follow this story, however, are varied and well thought out. For example, pupils are asked to consider what Sally did right, and what else she could have done to make her position easier. They are asked to look up addresses and telephone numbers of local organizations, like the Citizens' Advice Bureau, and the different criteria for buying shoes are considered.

This first issue of *Whichcraft* also deals with some of the intricacies of the Consumer Credit Act. This is a difficult subject to explain clearly, and the most successful aspect of the explanation is the encouragement to pupils to define terms.

They are, for example, asked if a consumer is "a person who buys large quantities of food? (b) a shopper? (c) somebody who uses

gas and electricity? or (d) somebody who buys goods and uses services?" Finally, a short section introduces the subject of teenage employment.

*Joe and Jackie* in the case of the comic strip, Joe's misadventures with a pair of boots, his visit to the Citizens' Advice Bureau, and his eventual satisfaction from the shop where he bought the boots. The information sheet explains that the comic strip "can be used by people with limited reading skills" because none of the "bubbles" are filled.

Unfortunately, the comic strip is not only confusingly drawn, but is also pretty incomprehensible without reference to the script, which is printed on the information sheet as a suggestion of what could be written into the blank "bubbles".

Alongside the script, is a "fact sheet" which goes into detail of the law involved in each stage of the story. If anything, the facts appear too complicated, especially if this series is aimed at less academic pupils. The "projects" suggested at the back of the information sheets are probably also too ambitious.

The other four *Joe and Jackie Comic Strips* follow the same format as the first. They deal with the legal aspects of tenancy and the possession of drugs, and contain an example of court procedure.



An extract from the comic strip, *Joe and Jackie in the Case of the Shabby Shoes*.

## The pound in their pockets

by D. L. B. Hartley

*Giro and Money Management Study Kit, by J. B. Croxall and S. H. Adams. Published by Learning Unit, Published by National Giro, Boodle, Merseyside, G1R 0AA. 12.5p.*

In the teacher's notes, which accompany the kit, there is the phrase "the specific problems of using a Giro account". Problems? I have not got a Giro account, but I should be surprised if after the first few minutes, one felt that the whole undertaking was difficult, that one ought to have gone on a course.

It is reasonable to look for ideas in sponsored material. The first of the information cards is about the nature and function of money and its uses, but an interesting introduction which starts with butter and moves on to cowrie shells, coins, bank notes and cheques, ends with the

statement that National Giro "the latest development in the history of money". Well, perhaps...

By concentrating on Giro, ignoring the cheque system of commercial banks, the third important part of the material for making payments is the transfer of money.

The kit consists of six capital cards, six different information cards, 46 complementary 20 cent cards, six sets of Giro 20 cent cards, 12 colour transparencies, and teacher's notes. There is material for a class of 46, with perhaps in groups of six.

The first card, on money, is most educationally valuable of the six. The kit could, in fact, be used by a young person's introduction to finance and its vocabulary, but the relevance of the material in school may be marginal.

We returned by distributing leaflets, before and during the course, outside the employment exchange. This series of leaflets and North Kensington are where employment of both skilled and unskilled has been sharply affected by the policy of encouraging firms to leave London. The leaflet was revised into the first person plural by those who came to the first meeting. Attendance was never large. For the six meetings it was 12, nine, ten, nine, five, eight. At the first meeting five came as a direct result of leafletting; after that we never picked up more than two.

We had asked "experts" to come if invited from employment, training and benefit sections of the exchange and from social security. But the group decided they had adequate resources of their own. They invited one or two articulate unemployed people, a worker with black unemployment young people, a social security officer who dropped in "officially", and (once) someone trying to set up a claimant's union.

In the group people described their experiences and identified their immediate problems and wishes. Some indicated their deep depression and sense of isolation. We picked up a couple of minutes, including a desire for company, a platform to air prejudices, the knowledge and support to make a new start, and a chance to be of some use.

We covered such ground as job-seeking, retraining and benefits. We looked at the economic and educational causes that needed to be identified to counteract the sense of personal failure. One divorced man could not face his teenage daughter until his situation improved.

A storekeeper with no roots in London picked up the possibility of housing, a job and training, connected with a CLC new town scheme. A sad, depressed decorator agreed he had been "selling himself short", and was put in the way of part-time work and a chance to improve his form-filling skills under adult education auspices. A middle-aged Caribbean woman started walking through the yellow pages; we did not see her again, and could not find whether the birds living off from the art of the institute found land, or remained beating the air.

Much was said about the operation of employment exchanges, and some of this has been passed on. People wanted information to be made more accessible and attitudes to citizens more sympathetic. The group were bothered that the concern being worked out behind the counter, that rate-payers should not be robbed by cheats, could result in people being robbed of information about entitlements.

The course wound up after six weeks. Those at the last meeting tried hard to cling on, producing arguments and suggestions for keeping going. A 60-year-old newcomer, bronchial and gasping for hope, pleaded for a new series of meetings under the slogan "People who need people". Although 20 people had been involved, no group had emerged capable of developing the idea of the group. And adult education could not provide a perpetual blood transfusion.



David Head is tutor in community studies at the City Literary Institute, London.

## Out of work

David Head

For six weeks last summer a Tuesday morning class was held at the Addison Institute of Adult Education, Hammer-smith, London, on the theme "Out of Work". Members of staff of two local institutes, wanted in discussion of a group meeting for a limited period might help the unemployed by providing mutual support, their experience and information, and contact with local-able people. We wondered if a group with a community identity and programme might emerge.

Our concern was to see if adult education resources could help unemployed people, some of whom are as plucky as the unemployment statistics. We deliberately based the course on an adult education building, aware of some disadvantages of doing so, but wanting to make provision known. By the end, one factory worker from Glasgow had registered for an art class.

But we had a second objective: how can adult education offer learning which is central to social needs: human amenities, handling planning decisions and unemployment?

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## Field trip down the river

Rob Walker

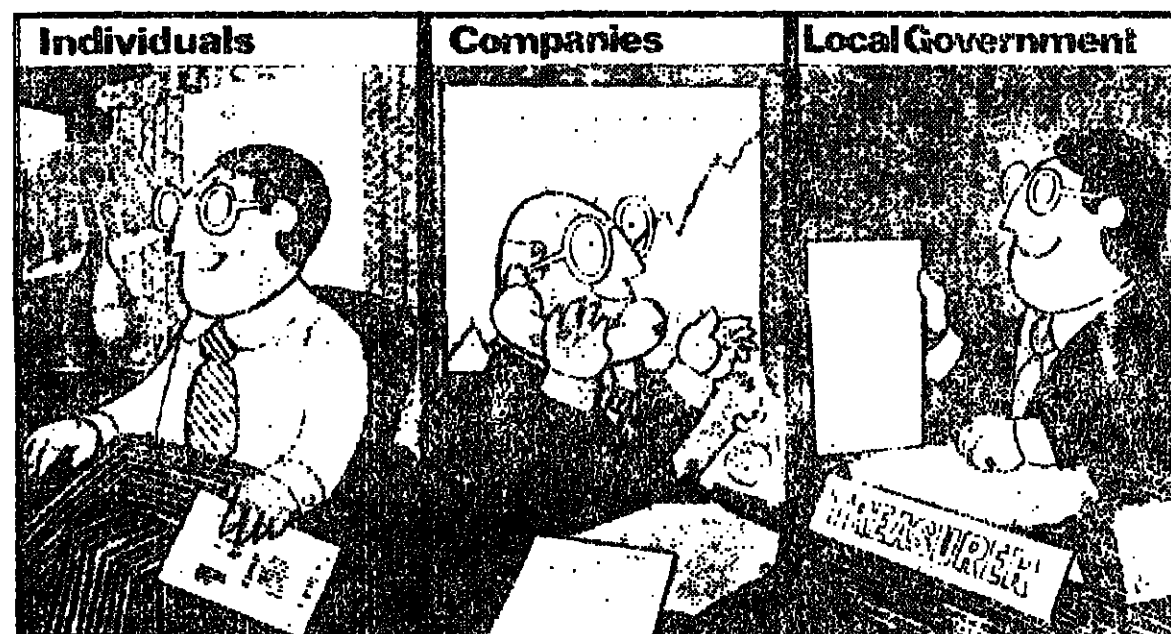
Roger is a further education lecturer who runs a youth centre canoe club in his spare time. In a rich moment at a party he invited us to canoe on the river. There are four adults, two teenage girls and an assortment of children ranging from 18 months to about 11 years, all novices.

Before we actually set sail Roger suggests he should give us some quick formal instruction. On dry land he demonstrates how to sit in the canoe and hold the paddle, the action of paddling, how to turn and to stop. We try the actions for ourselves while he makes some comments, adjustments and suggestions. He gets in a canoe and demonstrates the same things in the water. Then we get in our canoes and it is our turn. We spend most of the rest of the afternoon paddling around, trying to avoid angry geese and good-natured eel-eater crabs.

Later that evening Roger half-apologises for giving us "formal instruction", but asks us if it was helpful or useful. What follows is an attempt at evaluation.

I am sure no handbook or manual on canoe instruction tell you how to cope with the kind of class we were. For my wife the sequence of instruction was frequently broken by having to rescue our 18-month-old from the edge of the river bank. From throwing paddles into the river, or worse. None of the small children deliberately hit each other over the head with their paddles and were probably less difficult to teach than this adult males.

Rob Walker teaches at the Centre for Applied Research in Education at the University of East Anglia.



A slide from the Giro and Money Management Study Kit.

## Lending rights

by Diane Griffin

*Bank Loan—A simulation by David Birt and Peter Trinniswood. Produced by the Longman Group Resources Unit for Longman Bank Ltd. Price £2 for 10 pamphlets CWO, or £250 on invoice, from Longman Group Resources Unit, 35, Tomlin Road, York.*

This is a simulation game in which the student, as a bank manager, has to make decisions on whether to lend money to five different characters. A booklet, briefly describes the job of a bank manager, has decision tables setting out general criteria for making the decision, notes on each character and a record table to enter the details of those decisions.

The booklet is clearly set out, well produced and visually interesting. The characters come over as real and the situations are ones which are frequently met.

It is suggested that pupils should work in pairs and should be allowed plenty of time for discussion at the end of each interview. The teacher's notes then give the picture at the end of one year.

I don't believe this simulation pamphlet will do all the things suggested in the teacher's notes. But it would be fun for some pupils at fifth or lower sixth form level, and some good learning situations would undoubtedly arise.

## Byzantine coins

*Byzantine Coins in Gold, Silver and Copper 1660-11. B. A. Saddy Ltd, Andrew House, 11 Margaret St, London W1N 8AT.*

This set is one of 13 covering American, British and "classical" coins. It is beautifully produced and packed with a clear, detailed accompanying booklet. The 32 slides show coins covering 300 to 1448 AD, that is, the duration of the Byzantine empire.

Unfortunately, it is only of interest to specialists as it does exactly what the title indicates—shows the development of the method of coinage and the images used without very much relation to external events. So unless you run a numismatic society (a well-funded one) or are mugging up for Mastermind this set will not be of much use.

Deborah Thom

## Pottery museum

The first phase of a new "living museum" the Gladstone Pottery Museum, in Longton, Stoke on Trent, is now open. A variety of original pottery processes can be seen in the old workshops. The Gladstone pottery is a genuine early Victorian "potbank". With four bottle ovens and a yard enclosed by workshops, it is typical of a medium-sized factory of its day. Gladstone Pottery Museum, Uttoxeter Road, Longton, Stoke on Trent.

## Lacemaking today

Tatting—a form of lacemaking—was one of nine optional activities for girls at this summer's Inter-School Christian Fellowship "come and make" holiday at Wadhurst College, Sussex. Other activities included pottery and making jewelry and toys.

The holiday was staffed by a team of specialist art, craft and home economics teachers from all parts of the country. The aim is to give girls over 14 a chance to develop their craft skills within the context of a Christian community.

*Inter-School Christian Fellowship, 47 Morleybone Lane, London W1M 6AX.*

## ... and yesterday

The latest in the series of "Old Nottingham" historical publications goes inside the city's lace market in its heyday. It uses previously unpublished photographs of lace being meticulously designed, threaded and clipped. The interior photographs, taken during the First World War, form part of a 48-page tabloid containing more than 100 pictures illustrating the development of the oldest and most important industry of Nottingham.

Also included in the publication is a chronology from 1392 of milestones in the development of the lace market. Old Nottingham Lace Market is available at 40p including post and packing, from Special Publications Manager, T. Baker Forman Ltd, Porman Street, Nottingham.

## Hamster homes

A scheme to sponsor classroom study projects is to be set up by Rotastak, the manufacturers of the hamster housing system. The sort of projects envisaged will include studies of the hamster's general pattern of behaviour, of feeding and breeding, response to stimuli, cleanliness and easily established social habits.

The Rotastak housing system, which is constructed in clear, transparent plastic, allows the animals to be observed at all times, and provides areas for different activities.

To introduce the sponsorship scheme, introductory packs of Rotastak will be available to schools at a special price. The pack will contain a basic hamster home unit with a small roof compartment, a playroom with an exercise wheel, a burrow basement and interconnecting tubes.

Further information from Polypogon Public Relations Ltd, Polypogon House, North Pollard, Chichester, Sussex.

## Fashionable trends

Seven Ages of Fashion is the title of a new Thames Television series which will trace the history and influences of English fashion. Drawing how styles have reflected the changing aspects of Britain's economic and social trends from Elizabeth I to the present day. The programmes run from 10.30 pm to 11 pm on Mondays.



## Lesson from the Master

David Bohm describes an educational experiment based upon the teachings of Krishnamurti

Photographs by Mark Edwards



Krishnamurti in dialogue with Brockwood students.

One of the typical difficulties with students is that, in questioning all authority, they often come to the conclusion that they cannot accept those rules and regulations needed for the orderly functioning of the school. The authority required by staff for doing their work properly tends to be resisted. What has to be made clear is that the kind of authority that is destructive is the one that arbitrarily imposes a certain set of beliefs, or certain ways of thinking and feeling. Such authority interferes with the art of learning, whether it comes from outside or from one's own likes and dislikes, prejudices, or desires for status and security. On the other hand the authority needed for the orderly functioning of a community, far from being harmful, is actually necessary for true freedom.

Such questions are taken up seriously by each member of the staff, and especially by Krishnamurti, who makes Brockwood Park his home while he is in England several months in each year. There are frequent discussions, both in groups and between individuals, while Krishnamurti talks with the whole school several times a week. In these discussions and talks, which are as far as possible, in the form of a dialogue, the issues are explored in great depth, and in general, through such exploration, clarity of thought and perception eventually comes about.



Yoga is part of the normal timetable at the centre.

The Brockwood Park Educational Centre was set up in January, 1969, to inquire into a fundamental question asked by J. Krishnamurti—can the members of a community of staff and students free themselves, as they learn and live together, from their background of destructive conditioning. We can now begin to assess this experiment and see what value its results may have for future work along these lines, not only at Brockwood Park, but also in other educational institutions.

The structure of the centre is fairly informal. All members of the staff—whether academic, gardening, kitchen, office, maintenance—receive the same pay and have the same basic responsibility. The principle is that each of their functions has a corresponding authority, which is necessary to carry out that function. The task of coordinating all the activities of the school is assumed by the principal. However, in this task, as well as in all others, important decisions are in general taken only after a full discussion by the entire staff. In addition, staff and students meet regularly to discuss both practical issues concerned with the running of the place, and deeper questions arising from the fundamental purpose of Brockwood Park.

The school is not run for financial gain, nor is it supported by the state. It depends on fees and donations by those who feel the value of what is being done there. There are, however, a number of scholarships for those who cannot afford the full fees. The students, aged from 14 to 20, come from 16 countries. This international character is important, as it helps those who live at Brockwood Park to learn how to meet people from different backgrounds and to resolve the difficulties arising from this in a spirit of mutual consideration and affection.

The centre is coeducational and residential, and the total number of students varies from 50 to 55. Each student is given as much individual attention as possible. A high staff-student ratio is maintained and a wide variety of courses is offered, from which students can select a programme that suits their interests and needs. Brockwood Park is an examination centre for London University, O and A levels, and this helps those students who need qualifications for university entrance or for other purposes.

Although the academic work of the school is regarded as important and is pursued in a serious way, it is not the main point of what is being done at Brockwood Park. The deeper purpose of the centre is to enable students and staff to explore, in every phase of their life together, the implications of all that Krishnamurti has said in his talks and discussions in his many books.

It is difficult in a short space to describe those teachings. In essence they suggest that mankind has been conditioned to violence, fear and self-deception, and that this conditioning may end only through the art of learning. Such learning is not directed primarily toward the accumulation of knowledge, which is seen only as a by-product. What is essential is an act of total listening, seeing and being aware, not only of outward reality but also of inward reactions—likes and dislikes, hurts, aggressions, pleasures and sorrows—which tend to distort perception and thought.

In this learning, there is no given authority which might offer an illusory sense of security. Everything can and must be questioned, especially the "self", or the "ego". Daily relationships function as a sort of mirror, revealing the totality of the conditioning. In the very act of perceiving this conditioning, one is free of it.

Brockwood Park is a place where Krishnamurti's teachings are being put to the test. If man and society can change fundamentally in this microcosm, into which students and staff come with all the problems of the world as a whole, it may be possible for such a transformation to take place more broadly, perhaps first in other educational centres, and then later in society at large.

It is not expected that students and staff will be able immediately to understand these teachings, and live what is meant by them. Inevitably, there are many difficulties at the start. Nevertheless, in learning about just these an important first step is made, since the art of learning is the same, regardless of the content that is being learned about.

Brockwood Park because of Krishnamurti's teachings, they often encounter difficulties similar to those felt by the students, and the difficulties have to be met in a similar way. For example, in a recent discussion, Krishnamurti indicated that many of the difficulties at Brockwood arise because the people who often do not have proper respect for a teacher. By respect, he does not here mean respect for status, but that care and attention which is needed to listen to anyone to learn from them whatever they may have to impart. Without such respect, learning becomes impossible, and the fundamental purpose of the centre tends to be threatened. And large our society conditions people to lack respect, and students who come to Brockwood tend to be affected by this conditioning. At the centre they are encouraged to examine carefully their attitude toward other people, animals and plants, and objects.

These group discussions are generally conducted intimately with all that takes place in the school. The centre functions as a self-organising group of staff and students, endeavouring to act rightly in daily contact with one another, and to be aware of psychological barriers to such cooperative action.

How well does the centre fulfil its original purpose? It is difficult to evaluate this precisely, but there are many indications. A continuing significant factor is being accomplished: visitors receive an impression of our harmony and order, which is natural and spontaneous, rather than imposed. Moreover, there is a degree of general respect and the students that is not common elsewhere. For example, there are no instances of violence or of physical destruction. Students who have left Brockwood Park are followed up by correspondence, and through visits to the place, which they feel to be "like return to one's own home". Generally, it looks back on their stay at Brockwood as a fruitful one, which made a major change in their lives.

There has been an ever greater interest and inquiry into the questions raised in Krishnamurti's teaching on the part of the staff. In general, this results in no harmonious relationships, and in mutual cooperative action. Inevitably there are ups and downs, rather than a smooth and steady progress toward an ideal state.

The centre aims to extend its work in many ways as possible, especially with the inclusion of adults in a variety of educational activities. Conferences and discussions with Krishnamurti have been held. Recently there have been two such conferences with distinguished scientists, in which fundamental issues similar to those discussed here have been explored in great depth. More conferences of this kind are planned, and facilities at the centre may be made available for other students. Some American universities have allowed students to come to Brockwood on an extended period as part of their studies toward a degree. The possibility is being considered of Brockwood taking students on a five at the centre and study either in a nearby university or through the Open University.

Krishnamurti has also encouraged the starting of new schools in various countries. There have been two such schools in India for some time, and several more are planned. Schools for younger children are being started in California and British Columbia. Krishnamurti's teachings are being made available to a wider public through talks and discussions in several countries, as well as through the gathering regularly at Brockwood every September, which has also written many books, the latest of which, *The Beginnings of Learning*, is an on discussions between him and students at Brockwood Park.

Although inquiries from other educational institutions are definitely encouraged, there has been no systematic attempt to set up such institutions or to inform them of what is being done at the centre. At present work is still in a highly experimental stage, and the major interest at Brockwood is in putting all available energies into making the experiment work.

David Bohm is professor of theoretical physics at Birkbeck College, London University. *The Beginnings of Learning* was reviewed in the TES of May 23.



## Schools Prom

### Classical • Folk • Jazz

Sponsored by  
THE TIMES  
Educational Supplement  
Tuesday 4 November 1975

Commences 7.30 p.m. (Doors open 7 p.m.)

## ROYAL ALBERT HALL

General Manager: Anthony J. Charlton

### An evening like no other...

Perhaps the most exciting and entertaining evening in the history of young people's music-making will take place on Tuesday 4 November 1975 at the Royal Albert Hall. Outstanding young musicians from The National Festival of Music for Youth, presented by the Association of Musical Instrument Industries, will gather for a gala performance sponsored by The Times Educational Supplement.

### Orchestral...ensemble...swing...jazz...wind...

All kinds of music will be featured—orchestral, chamber, jazz, dance, folk, swing...an exuberant evening's music by the leading musicians of tomorrow. And personalities from the world of today's music will introduce them—including the well-known broadcaster, composer and musician Antony Hopkins, composer and bandleader John Dankworth, and author-broadcaster Derek Jewell.

### Ticket prices...

Grand Tier Box £1.75. Stalls £1.75. Loggia Box £1.50.  
Second Tier Box £1.50. Balcony (central) £1.  
Balcony (side) 75p.

### Special reduced prices...

As happens with the Sir Henry Wood Promenade Concerts, the arena seats will be removed for this concert. For advanced bookings, both this arena area and the upper and middle orchestra seats will be available at the following reduced prices:  
Promenade Arena (standing) 50p reduced to 30p.  
(Standing not advisable for children under 12)  
Orchestra £1 reduced to 75p.

There will also be a party discount of one free seat per 12 booked seats. School/party travel arrangements can be made through B.U.S. School Travel Service, 165 Kensington High Street, London W8 6SH. Tel: 01-937 6497/6790. (Contact: Jill Daniels.)  
Reduced prices available only prior to the day of the concert.

### Make sure of your booking...

In view of the considerable interest already shown in this unique musical event, advance bookings should be made as soon as possible. Please use the application form.

Please enclose stamped addressed envelope.  
To: Schools Prom, Advance Bookings, Royal Albert Hall,  
Kensington Gore, London SW7 2AP.  
Please send me tickets for the Schools Proms as follows:

Sponsored by  
THE TIMES  
Educational Supplement

Name: Mr/Ms/Miss \_\_\_\_\_  
Representing: \_\_\_\_\_  
Address: \_\_\_\_\_

OFFICIAL USE ONLY

No. of tickets


Arena tickets at 30p each  
Orchestra tickets at 75p each  
Balcony (side) tickets at 75p each  
Balcony (central) tickets at £1 each  
Second Tier Box tickets at £1.50 each  
Loggia Box tickets at £1.50 each  
Grand Tier Box tickets at £1.75 each  
Stalls tickets at £1.75 each

Total cost


I enclose cheque/P.O. to the value of £..... plus stamped addressed envelope.  
(Please make cheques payable to Royal Albert Hall.)



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## Pastoral

## Physical Education

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## Other than by Subjects

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## Headships

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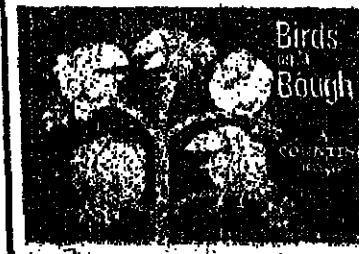
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## SO BEAUTIFULLY SIMPLE

Frederick Aicken

*William Harvey and the Circulation of the Blood*, by Eric Neil. *Pioneers of Science and Discovery series*. Priory Press, 12.95. 85x78. 121 p. Science of Medicine. By Giulio Bedeschi. Collins £2.75. 0 01 100173 6.

Despite much prejudice, dogma and bigotry, Hippocrates' primitive medical ideas, based on careful observations and on generalizations verifiable at all times by new experience, obstinately succeeded. It is clear—unfortunately only in retrospect—that successful medicine has always been scientific in its methods. Indeed, for the layman, the techniques of the medical profession are still the most familiar and the most practical introduction to the mysteries of science. Yet (significantly) concurrent with the most rapid advances it is only within the last 100 years that medicine has been universally practised as a science in which the incontrovertibly demonstrable is preferred to pure logic or to the clever guess.

The trouble with many histories of science is that this retrospective view is so clear and uncluttered that it is apparently too obvious. Not

so in the William Harvey volume written by Eric Neil. Dr Neil begins with a review of the facts as we know them, pointing out that Harvey's work ("the greatest medical discovery of all time") was so beautifully simple that it could hardly be expected to overthrow immediately the accumulated distortions of 2,000 years of anatomical study. He goes on to review these distortions, pointing out the difficulties that beset early anatomists. The greatest of these was probably the combined genius and arrogance of Galen which effectively stifled progress for 1,400 years by persuading scholars uncritically to accept gross errors in an otherwise unparalleled and immaculate record of research.

A brief outline of Harvey's life follows, particularly an account of his study in Padua under Fabricius and a reference to a force pump built by a Dutch engineer to raise water from the Rhine near the house of Harvey's brothers. This leads to the consideration of Harvey's major work and a beautifully clear account of the evolution of his ideas which, ironically, makes the subsequent chapter on reactions to Harvey's ideas all the more predictable. It is interesting to note Des-

cartes' role in the gradual acceptance of the new ideas. Descartes' own view of the function of the heart was quite wrong but his prestige, gradually winning educated opinion in Harvey's favour.

The canvas of *The Science of Medicine* is much broader, the main part of the book dealing with introductory chapters on the human body and on early history provide a useful background but the first attempts to cover too much to be completely satisfying. In such circumstances the impression is inevitably conveyed that present ideas represent the pinnacle of medical knowledge whereas in the Harvey volume the reader's critical sense is constantly stimulated. None the less, the breadth of subject matter and the quality of the illustrations compensate for lack of detail and, of course, the primary aim of such a book is to survey facts and stimulate further reading. In this aim it should certainly succeed, particularly with older children.

Both of these volumes, for different reasons, deserve a place on library shelves and, revealing new depths in successive readings, would make excellent gifts for future doctors and nurses.

## PAPER CHASE

L. L. Lawrence

*Paper Collage*, by Robin Caplan. Bantam £2.95. 0 214 2946 1.

This very comprehensive guide to paper collage will introduce the reader to perhaps hitherto unfamiliar terms such as découpage, montage, frottage, collage, fumpage and decollage. Don't be dismayed, the techniques may be more familiar than the terms. Excellent photographs support every technique covered, all of which are well described.

The author makes the point that paper collage is a useful technique when dealing with backward children. Of course the book has much to interest the advanced student, indeed we are reminded the examples of collage may be found in the early work of Braque and Picasso.

The book has a useful technical notes section and a helpful list of suppliers. The low cost of materials required to be involved in paper collage coupled with today's straitened hand on educational spending may mean that this form is due for a boom.

## PAINTED LADIES AND JUMPING BEANS

Keith R. Snow

*Butterflies*, by George E. Hyde. Almark, £1.25. 0 85524 197 7.  
*Butterflies in Colour*, by Leif Lundberg. Blondford Press, £1.50. 0 7137 0718 6.  
*Butterfly Culture*, by John L. S. Stone and H. J. Mideinter. Blondford, £2.60. 0 717 0736 4.

Young naturalists will find George Hyde's *Butterflies* a first-class introduction to the life histories, habits and general appearances of the British butterflies. The rare visitors to these shores are described as well as the native species and so the book presents a full coverage of the butterflies likely to be seen in this country.

All of the butterflies are described separately and there are colour photographs of most of them in natural surroundings. Although features of the eggs, caterpillars and pupae are mentioned, only a few of these are illustrated. In addition to the individual accounts of the butterflies there are also short sections dealing with life cycles and distributions, breeding and photographing butterflies and the history of butterfly study.

*Butterflies in Colour* is a field guide to the butterflies of the British Isles and north-western Europe and contains a concise introduction to the biology of butterflies and descriptions of illustrations of over 200 species. All of the native British butterflies and the more common north-western European forms are included and details are given of their characteristics, distribution, habitats and life histories. In some cases the larvae and pupae are also described and illustrated.

Although there are other field guides to this group of insects, the level at which this book is written should appeal to the more proficient young naturalist and amateur entomologist in general who are looking for an uncomplicated yet accurate guide.

Studying butterflies entails more than just identifying them and, knowing a few facts about their

biology, it includes getting to know the intricate details of the ways in which they behave and develop. The only way to acquire these details is to keep and breed them. *Butterfly Culture* provides all the information to allow the young naturalist to raise a large number of British and foreign butterflies and moths as well as some exotic insects and arachnids. This book is much more than a mere collection of recipes for it gives details of the biology of the species included, has a section on preserving specimens to make a reference collection and contains over 40 beautiful colour photographs of various butterflies, moths, scorpions and spiders.

*How to Keep Unusual Pets*, by Jon Miller. Studio Vista, £1.50. 0 289 70510 X.

For children who have always wanted to keep insects, snails and other creepy-crawlies here is a delightful little book which tells them just how to start. Eleven different animals are dealt with from the familiar ant and snail to the exotic praying mantis and jumping bean. Enough information is given for young enthusiasts to keep, and in many cases breed, the animals themselves. This can develop into a fascinating and worthwhile hobby as it leads to the acquisition of facts at first-hand. It is much more interesting to see a blowfly emerge from its puparium than to read or be told about it.

The animals are considered individually, with five to six pages being devoted to each. Lists are given of the requirements for keeping and feeding them and information is included on some of the more obvious features of their structure and life histories. Also for each animal there are a number of questions posed to give the reader some ideas to start with his personal observations. The sections are clearly written and illustrated with line diagrams and photographs, some of which are in colour.

## THE OTHER AWARD

Writers and publishers of children's books take note: the Carnegie, Guardian and Kate Greenaway awards have a new rival. This summer the Children's Rights Workshop has inaugurated The Other Award for "Non biased books of literary merit". Self criteria were used by the award panel which includes a senior children's librarian. For example, "each book should be free of the explicit or implicit values of competitive individualism, of property, hierarchical, social, organi-

zation and the inevitability of superior/inferior social divisions". But Rosemary Stone, of the Children's Rights Workshop, insisted that these social aspects were always assessed alongside a book's literary qualities.

The three books to meet the panel's complex criteria this year were: *Twopence a Tub* by Susan Price, Faber £2.25. *Hal* by Tenn McGibbon, Heinemann £2.10. and *Joe and Timothy Together* by Dorothy Edwards, Puffin 30p.

## PATTERNS AND POLYGONS

Rosa Young

*How-To Series: How to Make and Dress a Doll*, by Gillian Lockwood. 0 289 70551 7. *How to Make Animal Models*, by Sandra Gilpin and Kay Brown. 70553 3. *How to Use Paper and Card*, by Gerry Dawnes. 70552 5. Studio Vista £1.50 each.

To be successful a craft series intended for use by children must not only show items simple enough for them to complete but must explain their construction in terms that children can understand. Ideally, it should have something new to say on its chosen subject and be illustrated enticingly to stimulate the creativity of its readers. On all these counts this is a disappointing series.

Only one of the books, *How to Make and Dress a Doll* succeeds in having a good, simple set of instructions. It has full-size patterns for a doll and its clothes which could be traced off for use, and clear details for making them up. The finished dolls are not very attractive and would hardly excite the average child but as an exercise in basic toy-making it is adequate.

## BALLETIC PROGRESS

Susan Corbett

*A Young Person's Guide to Ballet*, by Noel Streufeld. Frederick Warne, £2.60. 0 7232 1814 5.

If you are writing a young person's guide to ballet—presenting the basic steps, an outline of ballet history, the stories of a few ballets, and descriptions of some ballet personalities past and present—it is not obviously a bad idea to invent a young hero and heroine who, through their own experiences as ballet students, teach your readers what you want them to know. But there is a danger of alienating your audience if, as in Noel Streufeld's new book, your hero and heroine are children the like of which your readers have never known. Miss Streufeld's Peter and Anna, whose progress we watch over a three-year period between the ages of nine and 12, are the sort of incredible children who use the word "fox" meaning "because", who refer to their small brothers and sisters as "the little ones", and who get 20p a week pocket money which "has to cover

absolutely everything you can think of, including school charities, and they are fierce".

This is not an outstandingly imaginative text, either in content or in phraseology, and it is often disappointingly uninformative ("Muriel yev is a special sort of Russian called a Tatar" being but one of its less helpful snippets of pseudo-information). But many of the children's experiences are realistic enough to console readers who are finding similar difficulties—lack of parental support, etc.—in the way of their balletic progress. And there is plenty of sound, basic instruction and advice—and some forced, précis of ballet stories. The superb black-and-white photographs of students in class and of famous dancers of today and yesterday in class performance will enchant any ballet enthusiast. Georgette Bordier's drawings of various positions and movements are helpful, though evocative, though very occasionally they are clouded by hails of illegible arrows.

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## NOTHING POWER

Robert Fox

*The Son of Someone Famous.* By M. E. Kerr. Gollancz £2.75. 0 575 02016 4.

This often delightful fable of adolescent love and fame in a small town in contemporary New England opens with a promise that subsequent chapters never quite fulfil. The boy is Adam Blessing, the son of someone famous of the title; spiritually dispossessed by his pedigree, he comes to the small town of Storm to live with his drunken maternal grandfather to escape away from the fact that his father enjoys a fame and fortune not unlike the most famous about member of President Ford's cabinet. The girl is Brenda Belle Blossom, the talkative clown of her class in the local high school. They collide in the corridors of the Corps Drug Store; he has come for a moment's peace to write his journal, her more desperate mission to buy a tube of "Hairstyle" to remove a burgeoning moustache, which was arising in the thought that "this year I think I may be turning into a boy".

Further social embarrassments lead to failure with her courting of Adam and with "Hairstyle"—enforced conversation with her mother means she cannot remove the cream at the exact time necessary after application. An unsightly sore has to be covered by layers of make-up, and by this stage a similar cosmetic effort is apparently being made by the author to hold the tale together. It is told in antiphonal chapters from Adam's journal and from "notes for a novel by Brenda Belle". The weakness of the scheme lies in the poor characterization of the two central figures: the dialogue is witty

enough at times, but the boy and girl are dull because they bear no real idiosyncrasies. Far stronger are the personalities of Adam's grandpa Charlie, defiantly drunk and forever calling late-night phone-in programmes with fictitious anecdotes, and Billie Kay Case, the faded grande dame of Hollywood, his father's second wife.

The unease with the two main characters is reflected in the dialogue, which is subfusc nineteen fifties nostalgia mixed with a dash of the permissive sixties and seventies. The two decide on the scheme of "nothing power"—the obverse of the poison pen, sending sentimental messages to those who need a little sunshine for their fantasies. Against this there is the almost comic market qualities of the mechanical round of dating, crushes, jealousies, which the schoolkids call social life.

The great missed opportunity lies in the very title. Though we are told continually that Adam is fighting free of his father's shadow (the struggle costs him his place at the Kennedy's old school, Choate) little clue is given of the workings of the relationship between famous father and obscure son. This is surprising because the plot in the second half in which events in the different lives of the two are interwoven, is handled with skill. But there are none of the powerful inner revelations of Holden Caulfield, the hero of the greatest saga of adolescence of the fifties, *Catcher in the Rye*, which this book resembles in a number of particular instances. The famous father has all the homeric quality of a disembodied robot speaking through a long distance telephone like a hungover Harvard seminar. Perhaps the famous really are like that.



In Collins excellent International Library series, "Festivals and Celebrations" by Roland Auguet (£2.95, 100176 0), the well-illustrated text includes the Roman games, the medieval mixture of pagan and Christian festival, the circus (from which this lion tamer comes), horse racing and television games.

## CRAZY MIXED-UP KIDS

Myra Barrs

*The Summer Before.* By Patricia Windsor. Macmillan. £2.95. 333 17922 6.  
*Leo Possessed.* By Dilys Owen. Muller. £2.35. 0 584 31062 5.

Of the two teenage girls who are the central characters of these novels one is self-styled "crazy" just out of mental hospital, and the other is possessed by a ghost. They share some basic problems: a troubled relationship with their families, anxiety about the future and about their own independence, and a family group without a father, or from which the father has tended to withdraw. Alexandra Appleton is really only crazy in the context of small-town Ravanna River. The crisis that precipitated her illness is the subject of *The Summer Before*, and especially of the long flashback in the middle of the book. With her best and childhood friend Bradley, she runs away from home, pilferous

gossip and a dominating Mom. Their faltering progress leads them to a seedy commune and, when that dream collapses, they take to the roads. In the crash that ends their voyage Bradley is killed, and Alexandra injured, physically and mentally. The first person narrative shows her attempting to put the pieces together again, to confront her grief and the terrors that everyday life now holds for her, and to rebuild relationships. She puzzles her "shrink" with purple passages from her journal—"I heard the sun rising this morning. It went up into the sky and cracked my heart open. My blood beat in streaks across the clouds and reminded me of wandering on a beach with marble seaweed"—but the rest of her story is told in a matter-of-fact, transatlantic style which is readable and often funny. Mom's automatic nagging is accurately reproduced and in general it is the domestic routines which are the convincing core of the book.

Bradley, fast-talking, night-club jockey and encyclopedia, is a focus here, as in most modern movies. Leo is possessed by a spirit-ghost of a ghost. When her mother moves with her to Great Aunt Ethel's house, only eight year old Leo is young enough to be blind about Victorian ghettos that inhibit "they manage to uncover the heart of the haunting gradually, and old story unfolds simultaneously with the modern story of their adaptation to their new life. Leo's mother's growing love with a Mr Smith who is across the way. Leo, at 13, is a lone and hostile towards a mother's attempts to make a relationship, and clings to her in fearful of growing up. Leo's obvious prey for a with a strong will to live, and its last pages this mild achievement some chilly moments

## THOUGHT-PROVOKING

Geoffrey Summerfield

*The Sampson Low Great World Encyclopedia.* Edited by Frances M. Clapham. Sampson Low £5.00. 562 00008 9.

This is *Our World* series: *In the Beginning*, 00 106119 4. *From Cities to Empires*, 106120 8. *Conquest and Change*, 106121 6. By Anne Currah. Collins £2.50 each.

*The Sampson Low Great World Encyclopedia* is yet another exercise in the impossible, a stab at surveying everything, well, not quite everything, you need to know in 278 pages. In spite of many attractive, occasionally brilliant, illustrations, it offers an abbreviated rehash of the mixture-as-before, derived from outdated and boring assumptions about forms of knowledge. So it's refreshing and gratifying to turn to Anne Currah's brilliant trilogy. This is *Our World*; these books are radical in that they contain no unexamined assumptions; they are consistently intelligent and animated; and they offer readers of eight years and over (ideally to 80-plus) a way of grasping, through analogy and

metaphor, the nature of basic processes, in the formation of the physical world and of human society and culture.

The persistent, and successful, use of analogy produces many fruitful and thought-provoking interactions between the familiar and the exotic, the known and the novel. The books will make an ideal core for work in the junior-school, across the curriculum, and also constitute a mind-flowing experience for individual readers on rainy days. It is difficult to characterize their distinctive flavour adequately, and I can only recommend that all junior school teachers, and high school science, history, politics, and social studies teachers get them into their classrooms—libraries and their curriculum-planning as soon as possible: maybe they can even now save us from the disasters being perpetrated in the name of integrated studies! Briefly, *In the Beginning* embraces the beginnings of the earth, the nature of life and time, the nature of evolution, and the early stages of human culture. *From Cities to Empires* takes in the Hittites, the Egyptians, the Israelites, Persia

and the Greeks, and introduces several crucial political concepts on the way. *Conquest and Change* is a survey of Western civilization from the time of Alexander the Great to Joan of Arc, and the Age of Exploration—dry-as-dust surveys and dates in the hands of the Grudgrindings in Anne Currah's hands, the key features of her chosen, span emerge fresh and brightly vivid.

She clearly respects the ability of children to think, to connect, to speculate intelligently, and she is indifferent to mere fact. She seems to have started from a healthy sceptical attitude to all the sacred cows of the curriculum, and to have asked "What is the effective, resonant, thought-provoking significance of this particular epoch, or event, or achievement? What does it matter? Why does it matter?" Her text is lucid and unpatronizing, and the illustrations to all three volumes are more than illustrations: they are an integral part of the books' success in presenting key concepts for young intelligences to use in their own way. I hope and trust that we shall be hearing much more of Ms Currah.

## MINNOWS AND MUDDLES

Lesley Lancaster

*Sam Snake.* By Carolyn Sloan. 0 7236 6146 0. *The Ship that Sailed Away.* By Debra Huddy. 5403 0. *What Can I do?* By Marjorie Dazke. 5003 5. *Keatrel Minnow Books* £1.10 each.

Minnow books maintain a consistently high standard and these three new titles will be welcomed by young readers.

Parental authority finds itself threatened when Sam, a young snake, decided that rather than grow up big and strong like his father—a large, toothy reptile—he wants, instead, to make friends with the very animals on which he is expected to prey. A fortuitous storm precipitates his happy ending.

Formalized in de sibile illustrations by Jutta Ash add elegance to the reassuring story about the adventures of a lost toy yacht as it bobs about on the tide until it is picked up by a fisherman and returned to its fortunate owner.

A bored little girl finds great satisfaction in turning mechanic on

a dull Saturday afternoon in *What Can I Do?* Alice may be emancipated but her mother remains thoroughly stereotyped, sewing, baking and doing housework. There is an unnecessary and tiresome hint of adult condescension in the author's description of Alice as "just about everything. Even herself".

Within its stylistic limitations—there is a self-denying ordinance in the use of non-mousey adult words—the Minnow series continues to reach a high level.

*Winky Donkey.* 434 94324 X. *And Cat.* 94333 1. *Pink Pig.* 14322 3. By Charlotte Hough. Heinemann £1.60 each.

Simple texts for the very young which manage to retain fluency, internal coherence and originality are rare and too many authors unconsciously assume a degree of adult sophistication which young children simply do not have.

*Winky Donkey* is an example of

this type of assumption. It is an attempt at comic inconsequentiality which fails because of a lack of sequential clarity—even the illustrations seem designed to add to the muddle. The everyday world of the child is inexplicably up-ended and teasing twisting questions are posed and answered quite randomly. Adult concepts—"a dense old dunce", "a decent snake", "Mum as a 'super duster'—heap confusion upon confusion.

Moral qualifications beset *And Cat*, a story packed full of unexplained value judgments—good bird, bad cat, kind man. These will certainly puzzle young children for they are quite arbitrary.

*Pink Pig* is an informative story designed to help young readers discern the difference between spots and stripes. The endearing porcine protagonist seems to be suffraging from a quality crisis and thus round-trying unsuccessfully to assume the desirable characteristics which he sees in other animals.

This is the best of a poorly thought out bunch.

## COPING WITH DISASTER

John Rowe Townsend

*A Journey of Discovery.* By Ivan Southall. *Keatrel Books* £2.75. 0 7236 51155 5. *Three Novels.* By Ivan Southall. Methuen £3.50. 0 416 83390 4.

Ivan Southall began his career as a writer for children in 1950 with the first of nine books about Squadron Leader Simon Black of the Royal Australian Air Force. A decade later, tired of Simon, whom he now describes as "the super me", he began afresh with *Hills End*, a story about ordinary unheroic children coping in a disorganized way with disaster. Since this second start he has achieved an international reputation; his books have won many awards and been translated into many languages. They are tough and often harrowing books; some say too tough for children. They show youngsters faced with events or circumstances that stretch them to their uttermost; and they show basic emotions, terrifyingly naked in the floodlight of stress.

In *A Journey of Discovery*, Mr Southall presents a selection of lectures and essays on the principles and practice of his craft. He admits dismally that "the only books for children I have read since childhood are my own, and then only in the course of writing them." And he may well seem to cut the remaining ground from under his feet by asking in what possible way a writer can illuminate the meaning of an existing book to an audience, and by going on to say that "the book itself must be the answer to all questions about itself and must stand without additional propping up".

Why then publish a book about writing books? Partly, one guesses, Mr Southall has done so in response to a demand. He has found, apparently with surprise, that people are always wanting to know about him and the way he works; and that being so, he would like them to get his right.

There is also, I think, an element of response to the kind of criticism that a writer of children's books in particular comes in for—the kind that assumes a deep moral responsibility of author to reader and that

concerns itself with the way the responsibility has been discharged. Mr Southall accepts his responsibility, but in as plain a way as he can. In his view, it consists of: "Of books, conscience is a vain component: the power of the word is terrifying and the flight of single thought is unpredictable. When a writer creates books the are given to children his responsibility for truth to the limits of his vision is inescapable."

The obligation is to be truthful and honest, no matter where truthfulness and honesty may lead on. There is also, of course, the writer's responsibility to himself: "As I write, the writer is on his honour to extend his creative capacities to the limit. If he does not, he is betraying himself."

There is nothing startling about this, or about Mr Southall's other general conclusions. He is firm in refusing to accept writing for children as an inferior form of authorship, and he declares plainly that "the children's writer does not write for all children any more than a writer for adults writes for adults."

His book is interesting to it extent in which one finds Ivan Southall interesting (as I do). It gives the impression of a true warrior, sincere, often puzzled, desperately vulnerable and very likeable man. His work—readers will learn without surprise—draws major inspiration from an intense and vivid recollection of his own childhood. And there are many insights on the people, places and experiences that lie behind particular books. A book must make its own statement, no doubt; but when Mr Southall says, there often enjoyment and enlightenment to be found in what the author prepared to add.

Coincidentally, Methuen have issued *The Fox Hole*, *Let the Lion Go* and *Over the Top* in volume as *Three Novels*. They can perhaps be more aptly described as long short stories, for each describes a single self-contained incident of a few hours' duration, three are agonisingly intense, show children in the state of it and confusion which Mr Southall sees as endemic to childhood; all have a moral concern which died in with the relationships children and adults. *Let the Lion Go*, in which a small boy climbs to the top of a tree to hullo to bird, cloud, sea and Go and to be a boy like any other he is a particularly brilliant tour-de-force—almost a small masterpiece



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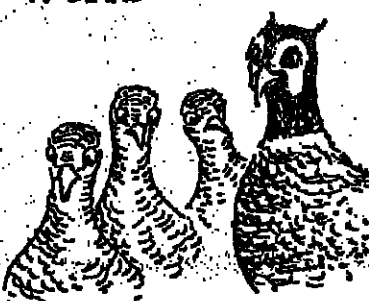
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The new book by the enormously popular and best-selling author of *Charlie and the Chocolate Factory* tells the story of a father (a genius at kites and gadgets) and his son who embark on a heart-stopping adventure in pursuit of wild pheasants. They hatch a brilliant plan to foil Mr Victor Hazell's shooting party with the assistance of their village friends. The story is full of affection, wit and humour. Illustrated by Jill Bennett. October 30, £2.25

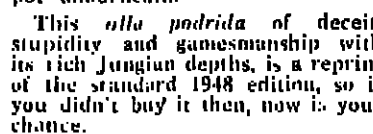
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Hamish Hamilton's *Antelope* Books is such a series. It has frequently received praise for its high quality and this is indeed deserved.

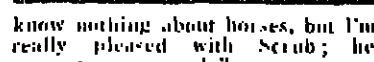
Grasshopper Books from Abela & Schuman have a wider age range and show a concurrently wider range of quality. There is a vinously bad story by Nathaniel Benchley, *Feldman Feldmann*, which incorporates all the worst elements of the anthropomorphised animal story and a moral tale, *From Frederick to Charles*. Nostlinger, which partly fails, partly succeeds, in communicating a message a second time in a postscript for those readers too obtuse to get it first time round. On the other hand, there are two titles which offer much better reading: *The Lion's Enchiridion* by Charles

parents, are the ones least likely to be given the opportunity to read it. Its 128 pages of fairly small, close type, complex sentences and words of more than two syllables will ensure that many teachers and librarians will keep it for the shelves in the six to 10s, rather than give it to the slow or reluctant reader.

The book is written for children from the age of about 10 upwards, and is delightfully illustrated by Trina Schurt Hyntan. It certainly stimulates interest.

Nevertheless, it is a book to warmly recommended to domestic science teachers and mothers alike, and should do much to revive an interest in "proper bread."

Each story has different characters and a different setting linked by the absence of machines, which removes some of the advantages that adults usually have over children. Nicky, the heroine of *The Devil's Children*, lives with a community of Sikhs—who are unaffected by the



"Children are not happy if a plot depends on character", he be-

**MULLER**

.....

paramount need of an illiterate people to make an impression by the spoken word . . . a continuous

fairly tales. Here there are no giants, human guile and the badger replace the cunning fox of western tradition and the general tone is graceful and fatalistic.

[illegible]





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Heinemann Young Books

## HAROLD, RICKY AND DUFFY MOON

Shirley Toulson

*The Strange but Wonderful Cosmic Awareness of Duffy Moon.* By Jean Robinson. Illustrated by Lawrence Di Fiori. Macdonald and Jan's £2.40. 0 746 03270 9.

Samuel Smiles would have been proud of Jean Robinson. She knows that success comes out of hard work with the available possibilities, and only accidentally through magic, positive-thinking formulae. What is more she has the wit to weave her philosophy into a good story that doesn't read like a moral tract.

Eleven-year-old Duffy Moon has two problems: his parents are dead and he has to be brought up by a childless aunt and uncle, and what is immediately worse, he is much smaller than all his classmates. This last predicament makes him a real fall guy for Dr Flame's home study course in "Cosmic awareness" for which he pays out \$7.98. What happens then is told by his friend Peter, a lad who fortunately has both feet on the ground and who never wavers in his loyalty.

The mastering of cosmic energy does not add much to Duffy's state, render him invulnerable, or enable him to control others with his "ability to transmit silent commands"; but the self-confidence he gains from thinking he has such potency, brings him an awareness of his true green-fingered powers. Duffy can turn all the holiday money he and Peter need, by attending to people's plants and gardens.

This happy outcome only takes place after several near disastrous episodes, both funny and scary, which make heavy demands on Peter's common-sense and over-strained goodwill. It's an account that junior children everywhere will

get a lot of fun out of. Certainly they will never dream that they are being preached at. The fact that Duffy's adventures happen in America by no means put him out of reach of an English imagination.

*After the Goat Man* By Henry Brown. Bodley Head 1.1.60. 0 370 10951 1.

Books have been written to help children get over all sorts of difficulties from going into hospital to the birth of a new baby. This is the first one I have met that bolters about the problems of the fat child, whose size and endless compulsion to eat have made him an outsider.

Fat Harold tries to escape his wretchedness with Walter Mitty fantasies that only increase his isolation. His one friend is Ada, a lively, competent girl, who helps him by ignoring his size, and by expecting him to behave just like everybody else. A bicycle accident, and a reluctant meeting with an old man, who refuses, at gun point, to leave his wooden cabin which lies in the path of the motorway bulldozers, are Harold's release into a world where he can understand how other people feel.

Unfortunately this story, worthy as it is, has not crossed the Atlantic well. It is not the common language that divides, but the fact that the three children in the story (Figgie, the old man's grandson, joins Harold and Ada for the outdoor Monopoly game that starts the story off) are just not so firmly enough in their unfamiliar surroundings. Everything takes place in the street, and this gives the book a disembodied quality, so that it is hard to identify with the child.

actors. The fat reader will not be very much helped. In a world where there are no meals, nobody but Harold seems to eat at all.

*Scouty Ricky.* By Merete Krings. Translated by Joan Tate. Pelham Books £2.25. 0 7207 0811 7.

Ricky comes from one of those relaxed, good-natured and unambiguously untidy families that are even more unreal than the over-polished setups of the television commercials. His school-teacher father and his photographer mother run the sort of household in which three children in which as Philip Larkin would put it, "one can really be oneself".

Ricky is 11 and in the lower form of a Danish middle school. An outgoing lass behind a thin facade of diffidence, she is determined to play her part in getting a class magazine together, especially when the headmaster refuses to sanction the project.

Her fund-raising efforts to that end land her with a part-time job with a printer, whose firm is almost as happy-go-lucky as her own family, though fortunately for the clients, a little more orderly. English readers unfamiliar with continental school hours may be surprised that a school girl can get a regular afternoon job, but in other respects the story could happen anywhere. What matters is the relationship between Ricky and her parents, the other adults in the book, her school friends and her brothers.

These are well drawn. Ricky, for all her scattiness, is persistent, affectionate and brave; a warmly portrayed character who justly earned her author the Danish Children's Book Prize in 1973.

## PIN AND THREAD

L. L. Lawrence

*Starting Patterns with Thread.* By D. Neville Wood. Studio Vista. £1.75. 0 285 70667 2.

A book for the beginner in thread craft. The diagrams and text are clear and will be understood by the youngest reader. The book contains a number of simple projects and includes pages devoted to the use of a protector, the division of circles and construction of triangles, all of which will be helpful to the young reader. A book probably best suited to a parent/child situation rather than one to be used in the classroom.

*Filography.* By Douglas K. Dix. Pan Craft Books. £1.25. 0 330 24155 9.

In this introduction to the art of thread sculpture, the author manages, with the use of a weaving instruction system backed up by diagrams on a grid, line drawings and excellent photographs, to make understandable the most complex of thread sculptures.

The book contains useful chapters on materials, equipment and constructive methods and an all too short section headed "Filography for children and schools".

It is an excellent book, containing many designs which will keep the filographer happily occupied for weeks, and which should realize the author's hope that readers will be

stimulated to construct their own designs.

Presumably the low price of this book does not allow for a hard cover but the laminated cover is sturdy enough to take much handling.

*Pin and Thread Craft.* By Warren Parmenter. Bataford £2.95. 0 7134 2898 8.

Here the craft is treated in depth as a linear design. A series of beautifully executed line drawings show the range and complexity of designs which may be created. Other sections of the book deal with the construction of spirals and polygons, the working drawing, materials, preparation and surface treatment. There is also a small, but interesting, section on motif patterns.

Photographs illustrate examples of thread and wire compositions, a later section showing the new possibilities when linear design is translated into three dimensions. Some fine photographs illustrate this three dimensional concept of linear design.

The book also contains a section on Nail Art, a short series of photographs indicating the exciting visual effects which the play of light on nail work produces.

A book for those interested not only in thread craft but also with the exploration of linear design.

## FLORENTINE CANVAS

Phoebe Latham

*Bargello.* By Gerulda Cosentino. Ebury Crafts for Today Series. £2.95. 0 237 44835 3. Pan Craft Books. £1.50. 0 330 24386 1.

This book on the popular Florentine canvas work, Bargello, appeared in America last year; all seven titles in the bibliography are published in the USA, though the list of suppliers of materials has been revised for the British market.

The needlework is simple to do, requiring no embroidery frame and consisting of upright, not diagonal stitches. Information on materials

and instructions for working are admirably clear. (It is a comment on the changing world that needle lengths are in metric measurements, their gauges still in Imperial).

Many attractive designs are illustrated in full colour, subtle harmonising and contrasting hues shading into and emphasizing each other; and there are precise directions on lining and finishing—though little guidance is given on chair-seats, surely a most popular item? About half the book consists of detailed patterns for individual objects, from a pincushion to a child's footstool on a wooden frame in the shape of a tortoise.

## Heinz Kurth Science Books Helicopters

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## UNDER SOME PERSUASION

Naomi Mitchison

*Childhood Pattern.* By Gillian Avery. Hodder and Stoughton £3.90. 0 340 36945 1.

Whatever have I been after, writing children's stories? And what, for that matter, has Gillian Avery been after? What are the social persuasions which induce us to write about one kind of child rather than another? Have these persuasions altered in the course of our writing life? I know one thing for sure: Gillian and I have always been madly careful about our backgrounds; possibly our readers may not appreciate this, but it is important to us like the unseen side of the weave being (faintly) and to some of our readers, for instance, thoroughly appreciate her early Oxford detail.

Apart from this, I think we both want to tell a good story with plenty of movement and plot, written well and without the clever bits which apparently appeal to the adult: neither a publisher—but which are really a bit phony. We know we are writing for an audience which will see through that sort of thing. Again, we are allowed to have a happy ending or at least a fairly satisfactory one, and this would be unashamedly obvious. We expect our heroes and heroines to have qualities of courage, generosity and an inventive intelligence; we like to consider the day's work of the children, even if it is being warden of a college or pounding the day's grain in Dursley.

A hundred years ago we could not have written like this, nor would we have a generation or two before that. Why and how? That is what *Childhood Pattern* is about. Starting with the cheerful fables and rhymes of 1770, Gillian Avery watches the nineteenth century conscious taking over. The early books had simple morals; the naughty and disobedient met with dreadful ends, the industrious ended with fortunes and the final woodcut showed them in their coach and four. "Virtuous actions are always rewarded in personal interest," says one author.

Eighteenth-century children had their unconscious well stocked with

the good old archetypes, Red Riding Hood and her wolf, Sleeping Beauty, Mr Fox, Cinderella, and the not always benevolent or pretty inhabitants of fairy land. But by the beginning of the nineteenth century the child mind; there must be force-feeding with the arts and sciences, history must no longer be Alfred and the cakes but lists of dates. Poetry, even, was usually dangerous, especially Shakespeare; he was not improving in the sense of the period. The reading of romances was particularly enervating; those who indulged in it were in danger of dying in excruciating agony with a brain fever.

But, a generation later, the death-bed ending was everyone's favourite. The good child, escaped from hell-mouth, was borne aloft by angels, never to struggle with the temptations of adult life, but safe for always and always in Abraham's bosom. Sometimes no doubt this had meant the big stick earlier on, when sparing the rod might mean spoiling the child to its eternal ruin. But, in a booklet by my husband, the death of a child who had clearly been loved and cherished, who had not been scared by the flames but had seen heaven opening.

There is an interesting chapter on the Sunday schools and the undisciplined world they did the moralising of the Victorian. The industrial revolution. By this time you could no longer have Dick Whittington coming to London with no advantages but his cat and in the end mowing his master's daughter. It was even worse when third sons of poor woodcutters got off with princesses. Class attitudes had hardened by the mid-century and there were now books about the gentry and quite different books for the proletariat. This is all in keeping with the social history of the time, but were there no Chartist penny stories as well?

We get on to the notorious *Fairchild* family with its visit in the night with the malefactor hunting in chains and then to *Ministering Children* in which little evangelical

poodles, destined their elders, on their sons, sent, drew their fathers away from the public house and read the book to all and sundry. But the pendulum swings and, at least for the upper classes, there is a movement towards a happy and almost genuine family life. *Twilight House* is not too untidily; I loved it myself, except for the death of young Frank which struck me as not necessary for the story. From there to Charlotte Yonge and her very famous children, and *Six to Sixteen* which came out as a serial in *Aunt Judy's Magazine*; I read it avidly at about ten.

By the end of the century one comes to the school stories, the bicycles and gym twines and, gorgeously dated slang, and, none too soon, E. Nesbit whose stories and characters are on an even keel, and still so good that young readers don't seem to bother about the unfamiliar background of coals and housemaids and gas lights. There is a curious defence of Noddy and Co. I suppose a reaction against the gamine of highbrows, but does Gillian Avery really think that we were wrong to disapprove? Also some odd puns. No doubt Alice is in many ways an incredibly complex piece of higher mathematics, or whatever, and Lewis Carroll was playing with himself, but on another level surely we identified important with her? She was a good, nice girl, but also she was visited by divine curiosity.

The social pressures which shaped these children's books, and changed the manners of their heroes and heroines are plain, as also are the ways, Dickens or Tennyson. Many were destructive. Consider two devoted, undoubtedly god-fearing parents, Victoria and Albert, moulding their eldest son, Edward. Are we now too permissive with our juveniles, their inebriated pregnancies, race relations and what have you? I recently wrote a story about two little girls who get away with a whopping lie, but my publishers said no, no, there must be some moral comeback, come on, what was the correct social pressure?

## BONUSES

M.E. Corris

*Looking at Animals: A Zoologist in Africa.* By Hugh B. Cott. Collins £4.95. 0 00 21903 1.

The pen and ink drawings in this book are superb. They convey a vivid, vital and exciting picture. Each illustrates one or more of the various effects to be obtained with this medium: demonstration of textures, of highlights, of shadows and of camouflage. Each one a labour of love and a masterpiece of observation and of art. This book must be worth a place on the bookshelf on artistic merit alone.

But, unusually perhaps in these inflationary times, not only do you get full value for your £4.95 in these delightful drawings, but you also receive a bonus. No, not one bonus; two bonuses. In addition to the drawings, the book is lavishly illustrated with photographs. All were taken by the author and are first rate examples of the photographers' craft. The colour photographs are especially beautiful, some having an almost ethereal quality.

The other bonus is the text. Dr Cott is eminently well-qualified for the task. A well-known zoologist, explorer, artist, photographer, and, more recently, lecturer on Swan, Big Game and Bird Safari to East Africa. Not surprisingly he has a very real feeling for the East African world and his text pervades the entire book. The text is, of course, a personal and highly selective account but does encompass both invertebrate and vertebrate groups. The emphasis being upon the more obvious species. Frequent bird and mammal references very favourable and extensive treatment.

This beautiful and fascinating book is unlikely to be suited to any given course of study but it should be in every library and deserves to be read by more than just zoologists.

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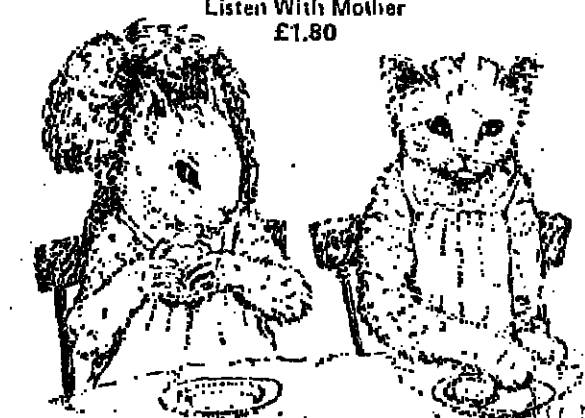
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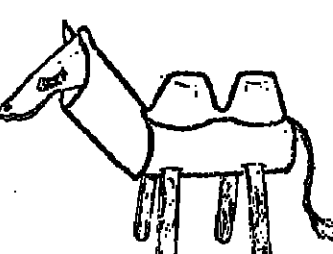
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## GAME, SET AND MATCH FROM THE NILE TO THE NORTH

A. E. S. Howarth

*Tennis and Racket Games*, by John Barrett, Macdonald and Evans £1.50, 0 350 07093 9.

*Starting Tennis*, by C. M. Jones and Angela Buxton, Ward Lock £2.50, 0 2051 1972 9.

*Tennis Doubles*, by P. Mott, Oak Tree Books, Ward Lock £2.10.

*Table Tennis*, by Chester Barnes, Pelham Books £2.50, 0 7207 0791 9.

*Tennis and Racket Games* by John Barrett is another attractive book from the Macdonald Library of Sport. Visually exciting and full of interesting information, this is an excellent book for children. The multitude of coloured photographs and illustrations capture the imagination and must act as a stimulus to participation. Snippets of information are packed into every page and the reader is led at a continuous gallop through the history of tennis, the game as it is today, how to become a top player and numerous other facets of playing tennis. Attention is also made of all the other racket games, real tennis, badminton, squash and, lastly, a qualified, table tennis as well. The reader has barely time to digest one set of facts before a new topic is presented. To cram so much into only 60 pages, explanations must be brief and it is possible that this book may never be read but only looked at.

C. M. Jones and Angela Buxton's *Starting Tennis* is a more detailed instructional book about tennis and far from dull. It is intended for the young reader; there are plenty of photographs of a small girl being coached by Angela Buxton. The book takes the beginner from those first tentative attempts to hit the ball to the eventual heights of competitive tennis. Years of experience in coaching juniors are evident in the arrangement of the book, the in-

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Rhodri Jones

*The White Cat*, by John Barrett, Macdonald and Evans £1.50, 0 350 07093 9.

*Starting Tennis*, by C. M. Jones and Angela Buxton, Ward Lock £2.50, 0 2051 1972 9.

*Tennis Doubles*, by P. Mott, Oak Tree Books, Ward Lock £2.10.

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## NORFOLK COUNTY COUNCIL Education Department

Required for JANUARY, 1976

### DEPUTY HEADS

for

(a) ANSHUL V.C. PRIMARY SCHOOL

St. Martin (Southend Area)

Group 4, 115 on roll; 4:11 age range

(b) GREENACRE INFANT SCHOOL

St. Martin (Southend Area)

Group 4, 116 on roll; 4:47 age range

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## DEPUTY HEADSHIPS

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### DEPUTY HEADSHIPS

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## DEPUTY HEAD











## headmaster/ headmistress

Edwinstowe Comprehensive School  
Edwinstowe, Notts.

Qualified teachers are invited to apply for appointment as Headmaster/Headmistress of this new 11-18 Comprehensive School.  
Salary Group 9 (ultimately Group 10).  
Appointment to date from January, 1979, or as soon as possible thereafter.  
This new School, on the outskirts of the village of Edwinstowe in Sherwood Forest, will open in September, 1978.  
Application forms and further details may be obtained by forwarding a stamped addressed envelope to the Director of Education, County Hall, West Bridgford, Nottingham, NG2 7QP.  
Closing Date: 22nd September, 1975.

Nottinghamshire  
County Council  
County Hall, West Bridgford  
Nottingham NG2 7QP

## Bedfordshire

Re-advertisement

## HEAD OF THE CEDARS UPPER SCHOOL AND COMMUNITY COLLEGE

Mentmore Road, Linslade  
Salary: £8,294-£8,918 per annum  
From: April 1976; or earlier if possible

Applications are invited for the Headship of this Group 11 Upper School. Originally established as a mixed grammar school, under the Authority's re-organisation arrangements, the school will ultimately cater for pupils aged 12-18 years. It will also serve the surrounding area as a community college. Re-organisation on a three tier basis began in September 1974.  
Application form and further details from:  
D. P. J. Browning, M.A.,  
Chief Education Officer,  
County Hall,  
Bedford MK42 9AP.  
Closing date: 30th September, 1975.

## ilea Headships

BISHOP THOMAS GRANT R.C. (SN) SCHOOL,  
Belltrees Grove, Streethead, SW16 2JY

Roll 1,400. 11-18 Comprehensive. Burnham Group 12. Headteacher required January 1976. If possible, for this Special Agreement school. Vacancy due to promotion of school's first headmaster, recognised nationally as a leader in education, as Advisory Headteacher to the Inner London Education Authority. The school is purpose built and was founded in 1959. It is a co-educational 8 form entry building in a very pleasant site in a residential area. There are well established courses in a very wide range of subjects to C.E., "O" and "A" Level and C.S.E. Link courses have been established with Wandsworth Technical College. The Sixth Form of 130 places expanding. There is good parental co-operation and the school is oversubscribed. Candidates should have high academic qualifications and wide teaching and organisational experience over the whole secondary age and ability range. They should hold the Catholic Teachers' Religious Certificate.  
Salary range £8,466-£9,031 plus London Allowance of £371.

SACRED HEART R.C. SCHOOL,  
Canterwell New Road, SE5 8RP

Applications are invited from holders of the Catholic Religious Teaching Certificate for the headship of this Special Agreement school which is now vacant after 16 years under its first headmaster. This school in purpose-built premises near Canterbury Green has a four form entry and a present roll of 297 boys and 325 girls including a Sixth Form of over 50. Courses leading to O, C, and A Levels. The school is oversubscribed. Candidates should have high academic qualifications and wide teaching and organisational experience over the whole secondary age and ability range. They should hold the Catholic Teachers' Religious Certificate.  
Salary range £8,466-£9,031 plus London Allowance of £371.

Please send self-addressed envelope for application forms and further details to the Education Officer (TS10), County Hall, London SE1 7PB. Please send self-addressed envelope for completed application forms 3 October 1975.

## Oxfordshire County Council

Chenay Upper School, Chenay Lane,  
Headington, Oxford, OX3 7QH. Roll 950.

## HEADTEACHER

required to take up appointment from beginning of Summer Term 1976. The school is part of a three-tier comprehensive system and takes pupils from 13-18. Further details and application forms are available from J. Garne Esq., Chief Education Officer, County Offices, New Road, Oxford OX1 1MA, on receipt of a S.A.E. Application forms should be returned to the Chief Education Officer by 22nd September, 1975.

Somerset  
St. Dunstan's School, Glastonbury

## HEAD

of this 11-18 age range mixed comprehensive. 580 on roll.

Appointment to commence Summer Term, 1976.

Salary Group 10—£7,455-£8,079.

Further details and application form (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton. Closing date 22nd September, 1975.

## DORSET Parkstone Grammar School

Appointment of

## Head Teacher (Group 10)

Applications are invited for the HEADSHIP of this four-form entry girls' grammar school.

The successful applicant will be expected to take up the appointment at the beginning of the summer term 1976.

Assistance with removal and legal expenses.

Forms and further details from the Senior Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth, Dorset.

## ilea Headship

'HEATHLANDS'  
56 Parkside, Wimbledon, London SW19

Headteacher required as soon as possible for this new building school for 30 autistic or non-communicating children of secondary school age, which opens in January 1976. The post offers a unique opportunity to develop an ongoing assessment situation coupled with individual work programmes in the setting of a close interdisciplinary team. The building has facilities for working in a close family style environment with access to open land but near to the centre of London. The objective is that the pupils should make social and academic progress leading to their participation in appropriate work simulation and leisure course. The school will provide a weekly working basis and close work with families will be developed.  
Burnham Group 4 (S) salary, £5,223 to £5,835; plus London Allowance of £351, £550 allowance for residential responsibility, and free emoluments of furnished accommodation, personal board and laundry, fuel and light.

Further details from the Education Officer (TS10), County Hall, London SE1 7PB. Please send self-addressed envelope for completed application forms 3 October 1975.

## DORSET DORCHESTER MODERN SCHOOL (Mixed: Group 10 £7,455-£8,079)

DORCHESTER UPPER SCHOOL  
(Girls)

## HEADMISTRESS (or Headmaster)

## HEAD-DESIGNATE

Applications are invited for the headship of this 11-18 comprehensive school. The school is part of a three-tier comprehensive system and takes pupils from 13-18. Further details and application forms are available from J. Garne Esq., Chief Education Officer, County Offices, New Road, Oxford OX1 1MA, on receipt of a S.A.E. Application forms should be returned to the Chief Education Officer by 22nd September, 1975.

## WARWICKSHIRE COUNTY COUNCIL Education Department.

## KENILWORTH FEDERATION OF SECONDARY SCHOOLS

Applications are invited for the HEADSHIPS of the three main (Group 13, from September, 1975) within the Kenilworth Federation of Secondary Schools (Principal: Mr. J. Wilson). Two boys' and one girls' school, the present Abbey and Grammar School, will each be for 600 girls and boys aged 12-16. The third, the present Castle School, will be an advanced centre for 300 post-16 pupils and for further education in the area.

The appointments are for January, 1976, and the successful candidates will have one Acting Head of three schools (Abbey School and Grammar School, Group 10; and Castle School, Group 8) until September 1977, when the Federation will take its first comprehensive entry from combined and middle schools. Further information and application forms (which should be returned by 1st October) can be obtained from Mr. Wilson at Castle School, Runcell Lane, Kenilworth CV8 1EP (Kenilworth CV87H).

M. L. RIDGER,  
County Education Officer.

## KENT County Council Education Committee

GRAVESHAM DIVISION

Northfleet School for Girls  
Group 10

## HEADMISTRESS

Applications are invited for the post of Headmistress from the beginning of the Summer Term, 1976. The school is housed in post-war buildings and serves the Northfleet/Graveyard area. The current roll is 1,041. Northfleet School admits girls of all abilities to 11, some of whom will transfer to Upper Schools at 13. Assistance with removal expenses given in approved cases. The County Council has recently introduced an excess rent allowance scheme.

Application forms and further information on request (S.A.E. please), to: The Divisional Education Officer, Divisional County Offices, Windmill Street, Gravesend, Kent DA12 1DE. Closing date: 29th September, 1975.

## CITY OF COVENTRY FOXFORD MIXED COMPREHENSIVE SCHOOL

Grange Road, Coventry CV5 6DB (Roll 1,900 Mixed 11-18)

## Deputy Headship

GROUP 13 PLUS SPA ALLOWANCE  
(Vacancy due to promotion to a Headship)

Applications are invited for the above post from experienced teachers of the highest calibre regarding leadership, organising ability and commitment to the ultimate discipline and pastoral care of the girls. A person of proven ability with energy and understanding is looked for in this post.  
Application forms available from and returnable to J. E. Fordham, B.A., Chief Education Officer, 255/258 High Road, Ilford, IG1 1NN, by 23rd September, 1975.  
Apply for further details of the post from the Headmaster of the school, 1st October, 1975.

## SECONDARY Deputy Headships continued

### LEICESTERSHIRE

OF THE R.C. (Aided)  
COMPREHENSIVE SCHOOL,  
Head: Mr. K. Harrison,  
(Group 10)

SECOND DEPUTY HEAD  
Applications are invited from experienced teachers for the post of Second Deputy Head of this 11-18 Comprehensive School. The school is part of a three-tier comprehensive system and takes pupils from 13-18. Further details and application forms are available from J. Garne Esq., Chief Education Officer, County Offices, New Road, Oxford OX1 1MA, on receipt of a S.A.E. Application forms should be returned to the Chief Education Officer by 22nd September, 1975.

Further details from the Headmaster of the school, 1st October, 1975.

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## SECONDARY Deputy Headships continued

### OXFORDSHIRE

OF THE R.C. (Aided)  
COMPREHENSIVE SCHOOL,  
Head: Mr. K. Harrison,  
(Group 10)

SECOND DEPUTY HEAD  
Applications are invited from experienced teachers for the post of Second Deputy Head of this 11-18 Comprehensive School. The school is part of a three-tier comprehensive system and takes pupils from 13-18. Further details and application forms are available from J. Garne Esq., Chief Education Officer, County Offices, New Road, Oxford OX1 1MA, on receipt of a S.A.E. Application forms should be returned to the Chief Education Officer by 22nd September, 1975.

Further details from the Headmaster of the school, 1st October, 1975.

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## SECONDARY Deputy Headships continued

### CITY OF WAREFIELD

OF THE R.C. (Aided)  
COMPREHENSIVE SCHOOL,  
Head: Mr. K. Harrison,  
(Group 10)

SECOND DEPUTY HEAD  
Applications are invited from experienced teachers for the post of Second Deputy Head of this 11-18 Comprehensive School. The school is part of a three-tier comprehensive system and takes pupils from 13-18. Further details and application forms are available from J. Garne Esq., Chief Education Officer, County Offices, New Road, Oxford OX1 1MA, on receipt of a S.A.E. Application forms should be returned to the Chief Education Officer by 22nd September, 1975.

Further details from the Headmaster of the school, 1st October, 1975.

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**Assistance with removal expenses given in approved cases for permanent full-time appointments.**

**BOROUGH OF SUNDERLAND**  
**EDUCATION DEPARTMENT**  
Bede School (Group 13)  
Burnham Road, Sunderland, Tyne/Wear County SR3 4AH  
Applications are invited from well-qualified, experienced  
teachers for the post of second in the

**Music Department**

Grade 3

This post is now vacant and it is hoped to make an  
appointment not later than January, 1976.  
Forms of application may be obtained from the Head-  
master, to whom they should be returned within four-  
teen days of the appearance of this advertisement.  
Removal expenses and temporary lodging allowance  
may be granted in the case of appointees from outside  
the Borough.

Town Hall and Civic Centre,  
Sunderland SR2 7DN

L.A. BLOOM,  
Chief Executive















Required for January, 1976:

# PRIMARY HEAD TEACHERS ISYCOED CONTROLLED SCHOOL

Group 2  
(59+ pupils)

## SHOTTON R.C. SCHOOL

Group 3  
(240 pupils)

## RHOYMEDRE NEW C.P. INFANTS' SCHOOL

Group 4  
(150 places + 30 Nursery)

## TANYFRON C.P. SCHOOL

Wrexham Group 3  
(100 pupils)

## TRELOGAN C.P. SCHOOL

Group 2  
(78 pupils)

## DEPUTY HEAD TEACHERS

### RUSBON INFANTS' C.P.

Group 2  
(70 pupils)

### ASTON NURSERY

(40 pupils)

### GLYNDYFRDGV C.P.

(52 pupils)

### GWERNAFFIELD C.P.

(165 pupils)

### HOPE C.P.

(333 pupils)

### JOHNSTOWN C.P.

(254 pupils)

### LLAY INFANTS' C.P.

(124 pupils)

### PENTRE CONTROLLED

CHIRK  
(235 pupils)

### QUEENSFERRY C.P.

(470 pupils)

### RHUDDLAN C.P.

(350 pupils)

### ST. PETER'S CONTROLLED

Rossett  
(100 pupils)

### WREXHAM YSGOL

Gymraeg  
(100 + 200 pupils)

### YSYDOL YSGOL

Colwyn Bay  
(100 + 200 pupils)

### ASSISTANT TEACHERS

BUCKLEY YSGOL BELMONT  
(E.S.N. M.)

### RHYL YSGOL GLAN MORFA

(E.S.N. M.)

### JOHN HOWARD DAVIES, Director

of Education, Shire Hall, Mold

### SHOTTON SPECIAL UNIT

For Class of multi-handicapped children. Scale 1 + Special Class Allowance.

### WREXHAM EDUCATION

ASSESSMENT CENTRE  
Two experienced assistant teachers to take charge of small classes of children in the age range 2-7 whose learning difficulties require investigation. Experience in Nursery, Infant or Special school is essential. The teachers will assist as members of a multi-disciplinary team in the educational, social and mental assessment of young, handicapped children. Scale 25 available to a suitable candidate who in addition to class duties could assume general responsibility for the Nursery Department.

### SECONDARY

(COMPREHENSIVE)  
DEESIDE HIGH  
Queensferry  
(11-18, 1,300 pupils)  
Head—Neville Stewart, M.A., B.Sc.  
Required as soon as possible:

### SCIENCE

Assistant Teacher, Scale 1.  
To teach initially Integrated and Combined Science, years 1 to 5.

### DENBIGH HIGH

(11-18, 780 pupils)  
Head—G. M. Sutton, B.A.  
Required as soon as possible:

### HEAD OF DESIGN/ MATERIALS, Scale 4

Experienced and imaginative teacher required in January 1976 for this new post. At present courses leading to 'A', 'O' and C.S.E. levels are pursued in Art, Woodwork, Metalwork, Technical Drawing, and Domestic Subjects. The successful candidate will be expected to introduce innovations which will integrate these subjects within the context of a Design/Materials department. Work is scheduled to commence shortly on the construction of a Design block as the first phase of the remodelling of the school buildings. The successful candidate will therefore be involved in the equipment of this new building.

### ALUN SCHOOL

Mold  
(11-18, 1,450 pupils)  
Acting Head—M. Wynn Williams, B.Sc.  
Required as soon as possible

### BOYS' CRAFTS

(Woodwork and Metalwork) within the Design Faculty and to work mainly with Lower School pupils. There is, however, some Form 6 work. Ability to work in Pleistols would be an advantage. Scale 1.

### YSYDOL RHJWABON

Rusbon, Wrexham  
(13-18, 1,000 pupils)  
Head—Elwyn Roberts, B.A.  
Required in January, 1976:

### HEAD OF MUSIC

DEPARTMENT, Scale 2  
The department runs courses to 'O' and 'A' levels. An experienced teacher would be preferred, but a temporary appointment may be available for a suitable young teacher. The school has a very high reputation for choral work and the person appointed would be expected to maintain this standard and also to expand the department to include other aspects such as instrumental.

### THROMFIELD SCHOOL

Wrexham  
(11-18, 1,000 pupils)  
Head—Miss V. M. Brown, B.A.  
Required as soon as possible:

### FRENCH

Master/Mistress to teach up to and including 'O' and C.S.E. levels.  
Application forms (in Welsh or English) for PRIMARY and SPECIAL posts may be obtained from the undersigned, to whom they should be returned by September 22nd.

### ASSISTANT TEACHERS

For general class duties: interest in visual arts. Scale 1 + Special Schools Allowance.

### JOHN HOWARD DAVIES, Director

of Education, Shire Hall, Mold

### CHESHIRE

Head & Deputy Heads  
Hartford County Secondary Schools  
See advertisement under Secondary Heads.

### DEPUTY HEAD (Pastoral Care)

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Please send application to: The Headmaster, St. Joseph's High School, Highfield Road, Widnes, Cheshire. School opened in 1968 in pleasant suburb adjoining great W.

### HEADS OF DEPARTMENT

HEAD OF CAREERS—SCALE 3  
Appleton Hall County Grammar School, Hall Drive, Appleton, Warrington, WA4 5JL  
Headmaster: Mr. W. D. Papper, M.A.  
Required for January, 1976. The post is for a full-time holder of the post. The successful candidate will be expected to work closely with the Headmaster and the Deputy Head (Administration).  
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### HEAD OF RELIGIOUS EDUCATION—Scale 2 + 4

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Telephone: Warrington 35556. 11 to 16 Misch.  
The successful candidate will be responsible for co-ordinating and developing the teaching of the subject and integrating it with the daily life of the school.

### SENIOR TEACHERS

HEAD OF UPPER SCHOOL  
Ludford County Secondary School, Ludford Street, Crews, Cheshire.  
Required for January or earlier because of promotion to Headship. The successful candidate will be expected to work closely with the Headmaster and the Deputy Head (Administration).  
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A vacancy exists for a teacher of Headwork and English on 1st November 1975. The successful candidate will be expected to work towards C.S.E. and 'O' level examinations.

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New purpose-built unit for Special Schools.  
Required for January 1976.  
Closing date for applications: 20th September 1975.

### WARRICKSHIRE

AVON COUNTY COUNCIL  
NAILSEA SCHOOL, Nailsea, Bristol, Glos. SS16 2JH.  
Required for January 1976. The successful candidate will be expected to work towards C.S.E. and 'O' level examinations.

### DONCASTER

EDUCATION COMMITTEE  
DONCASTER COLLEGE, Doncaster, Yorkshire.  
Telephone: Doncaster 52379.  
Applications are invited for the post of Head of the Department of Design and Materials. The successful candidate will be expected to work towards C.S.E. and 'O' level examinations.

### Other than by Subject Classification

HEADS OF DEPARTMENT  
DEVON  
HARTINGTON SCHOOL, Hartington, North Yorkshire.  
Required for January 1976. The successful candidate will be expected to work towards C.S.E. and 'O' level examinations.

### HEREFORD AND WORESTERSHIRE

COUNCIL  
AVONCOTT SCHOOL, Avoncott, Hereford.  
Required for January 1976. The successful candidate will be expected to work towards C.S.E. and 'O' level examinations.

### NOTTINGHAMSHIRE

COUNCIL  
EDUCATION DEPARTMENT  
WALBOTTLE HIGH SCHOOL, Walbottle, Newcastle upon Tyne.  
Required for January 1976. The successful candidate will be expected to work towards C.S.E. and 'O' level examinations.

### Other Posts on Scale 2 and above

AVON (County)  
TORKLEAZE SCHOOL, Torkleaze, Bristol.  
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### ALUN SCHOOL



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**PUBLIC INDEPENDENT  
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A wide selection of posts for  
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**Preparatory Schools**  
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**THE HILL SCHOOL**  
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Full-time and responsible  
positions for a qualified individual  
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Please contact: Robert Babin.

**By Subject**  
**Classification**  
**History**

## Mathematics

**DERRY**  
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The body with three general components to the course, which are School, Math, Derry.

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and has approximately  
100 boys and 90 day pupils,  
about 25 girls in the  
nursery. Places can be obtained  
directly to the  
Camford School,  
Camford, Oxford  
OX11 1JH, or to the  
Headmaster, The  
Camford School,  
Camford, Oxon OX11 1JH.  
For applications is  
sent to the Headmaster.

Road, Ilford, IG1 1NN, by 23rd September

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

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Cumbria Education Committee  
West Cumbria College, Workington  
Principal: E. C. Apperley  
Required as soon as possible:

**1. Chef-Lecturer I**  
to teach Cookery and Related Subjects.

**2. Motor-Vehicle Lecturer I**  
to teach Workshop Practice and some related theory.

Further particulars and application forms from the Principal at the College.

## LONDON BOROUGH OF BEXLEY ERITH COLLEGE OF TECHNOLOGY

Tower Road, Belvedere, Kent DA17 6JA  
Principal: D. F. Glover, M.A., B.Sc., F.C.I.S., M.B.I.M.

Applications are invited for the following posts to take effect as soon as possible. Stages I and II of a new College on a magnificent site near the existing College are now complete and in full occupation.

**DEPARTMENT OF BUILDING**  
**SENIOR LECTURER IN PLUMBING:**  
Required to lead a team of plumbing lecturers teaching craft, advanced craft, gas welding and plumbing technician subjects. Applicants should hold a Full Technological Certificate, have wide industrial experience and teaching experience at senior level (Reference B 1).

**LECTURER GRADE II IN QUANTITY SURVEYING:**  
Required to teach quantity surveying subjects to the standard of N.C.E.C. (Building) and equivalent. Applicants should possess appropriate qualifications and experience (Reference B 2).

**LECTURER GRADE II IN CONSTRUCTION TECHNOLOGY:**  
Required to teach technology to students preparing for R.C.C. and similar examinations. Suitable qualifications and industrial experience essential (Reference B 3).

**LECTURERS GRADE I (Four Posts) IN CRAFT SUBJECTS:**  
(a) CRAFTWORK (Reference B 4).  
(b) CARPENTRY AND JOINERY (Reference B 5).  
(c) PLUMBING (Reference B 6).  
(d) PAINTING AND DECORATING (Reference B 7).  
To teach to advanced craft and, possibly, F.T.C. level. Applicants should hold a Full Technological Certificate or equivalent.

**DEPARTMENT OF SOCIAL CARE AND CREATIVE STUDIES**  
**LECTURER GRADE II IN HOME ECONOMICS:**  
To be responsible for the organization and development of Home Economics throughout the Department of Social Care and Creative Studies. Courses include N.C.E.C. P.E.C., N.C.H.S.A. etc. Appropriate qualifications and relevant experience required (Reference B 1).

**LECTURER GRADE I IN HOME ECONOMICS:**  
To assist in the development of this Section as outlined above and to teach, mainly, cookery and home management. Experience in Needlework an advantage (Reference B 2).

**DEPARTMENT OF BUSINESS STUDIES**  
**LECTURER GRADE I IN FRENCH AND ENGLISH LANGUAGE:**  
To teach mainly in full-time secretarial courses. A working knowledge of a second foreign language would be desirable (Reference B 3).

**LECTURER GRADE I IN SECRETARIAL STUDIES:**  
To teach Planman shorthand and typewriting to R.S.A. Stage III standard in a large Secretarial Studies Division. Ability to teach one other related subject an advantage (Reference B 2).

**LECTURER GRADE I IN EFFECTIVE SPEECH:**  
To teach the subject throughout a large Department. A recognized qualification in speech and drama is desirable. Ability to offer one other minority teaching subject an advantage (Reference B 3).

**LECTURER GRADE I IN PSYCHOLOGY/SOCIOLOGY:**  
To be responsible for the development of the teaching of psychology in the Department and to assist in teaching psychology and/or British constitution to "A" level (Reference B 3).

**LECTURER GRADE I IN BUSINESS STUDIES:**  
To offer any combination of the following subjects to full-time students: Principles of Business, Business Studies, General Principles of Business Law, British Commerce, Law of Contract and Tort, Law of the Firm, Accounting (Reference B 3).

**LECTURER GRADE I IN ENGLISH AND COMMUNICATIONS:**  
To teach throughout the Department and to assist, where appropriate, in the development of the Department. Ability to teach a physical/recreational activity an advantage (Reference B 3).

**BURNHAM TECHNICAL SALARY SCALES**  
(London: 1974-75)  
Senior Lecturer: £2,200 to £2,720  
Lecturer Grade II: £2,240 to £2,760 and, subject to certain conditions, to £2,720  
Lecturer Grade I: £2,280 to £2,800 (according to qualifications and experience)

Application forms and further particulars from the Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent (DA17 6JA), (quoting reference B 1, B 2 or B 3 as appropriate) should be returned within two weeks of the date of publication of this advertisement.

The Council operates an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowances.

## COLLEGES OF FURTHER EDUCATION continued

### LONDON

#### INHERITANCE EDUCATION AUTHORITY

##### HACKNEY COLLEGE OF FURTHER EDUCATION

##### ENGINEERING PROGRAMMES

##### Applications are invited for the post of LECTURER in the Department of Engineering, to teach the following subjects:

##### 1. Mechanical Engineering

##### 2. Electrical Engineering

##### 3. Electronic Engineering

##### 4. Civil Engineering

##### 5. Building Engineering

##### 6. Transport Engineering

##### 7. Marine Engineering

##### 8. Aeronautical Engineering

##### 9. Agricultural Engineering

##### 10. Industrial Engineering

##### 11. Environmental Engineering

##### 12. Safety Engineering

##### 13. Quality Engineering

##### 14. Project Engineering

##### 15. Research Engineering

##### 16. Development Engineering

##### 17. Production Engineering

##### 18. Maintenance Engineering

##### 19. Repair Engineering

##### 20. Overhaul Engineering

##### 21. Refurbishment Engineering

##### 22. Restoration Engineering

##### 23. Conservation Engineering

##### 24. Preservation Engineering

##### 25. Protection Engineering

##### 26. Prevention Engineering

##### 27. Prediction Engineering

##### 28. Preparation Engineering

##### 29. Presentation Engineering

##### 30. Promotion Engineering

##### 31. Praise Engineering

##### 32. Practice Engineering

##### 33. Preparation Engineering

##### 34. Presentation Engineering

##### 35. Promotion Engineering

##### 36. Praise Engineering

##### 37. Practice Engineering

##### 38. Preparation Engineering

##### 39. Presentation Engineering

##### 40. Promotion Engineering

### RICHMOND UPON THAMES

#### THE COLLEGE OF FURTHER EDUCATION

#### DEPARTMENT OF BUSINESS STUDIES

#### LECTURER I IN BUSINESS STUDIES

#### Applications are invited for the post of LECTURER I in Business Studies to teach the following subjects:

#### 1. Business Studies

#### 2. Accounting

#### 3. Economics

#### 4. Finance

#### 5. Marketing

#### 6. Management

#### 7. Operations

#### 8. Production

#### 9. Quality

#### 10. Research

#### 11. Safety

#### 12. Systems

#### 13. Training

#### 14. Transport

#### 15. Welfare

#### 16. Work

#### 17. World

#### 18. Writing

#### 19. Year

#### 20. Youth

#### 21. Zebra

#### 22. Zoo

#### 23. Zucchini

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## COUNTY OF SOUTH GLAMORGAN BARRY COLLEGE OF FURTHER EDUCATION

Required for October 1, 1975, or as soon as possible thereafter.

### Three Temporary Lecturer Grade I posts

are offered to suitable applicants to teach English as a Foreign Language together with general studies to 40 overseas students.

The candidates for the post should, preferably, have some knowledge of Spanish.

Candidates: men or women, must be qualified teachers and should preferably have some teaching experience, including some T.E.P.L.

Further details and application forms may be obtained from the Principal, College of Further Education, College Road, Barry, South Glamorgan (telephone Barry 351), to whom they should be returned within 14 days of the appearance of this advertisement.

## COUNTY OF SOUTH GLAMORGAN BARRY COLLEGE OF FURTHER EDUCATION

REQUIRED FOR 1st JANUARY, 1976

### Lecturer Grade I

to assist in the teaching of Motor Vehicle Craft Studies, light and heavy vehicle specialisation.

Applicants should have had adequate relevant industrial experience and should be prepared to offer some specialisation within the craft studies field (for example, specialisation in electrical work, automatic transmission, etc.).

Applicants must possess City and Guilds Full Technological Certificate or other appropriate recognised qualifications in the field of Motor Vehicle Studies.

Membership of the I.M.I. or I.R.T.E., together with teaching experience would be an advantage.

Salary scale: Lecturer Grade I: £2,489-£4,377.

Further details and application forms may be obtained from the Principal, College of Further Education, College Road, Barry, South Glamorgan (Telephone No. Barry 351), to whom they should be returned within 14 days of the appearance of this advertisement.

## PAISLEY COLLEGE DEPARTMENT OF MATHEMATICS & COMPUTING

Posts of Teaching Fellow and Programmer/Operator

The following staff are required to assist with a major two-year project sponsored by the National Development Programme in Computer Assisted Learning. The project involves the use of a computer based mathematical laboratory and involves cooperation with Napier College of Commerce and Technology, and Falkirk College of Technology. Both posts are tenable until November 1977.

**TEACHING FELLOW**  
Responsible for presenting developed material to students and staff, and liaison with the other College in developing and giving assistance to users of implemented material. Starting salary based on proportion of full-time salary up to £2,157 per annum (under review).

Application form and further information available from the Principal, Paisley College of Technology, Glasgow, G12 8JL (ref. 041-321411). Closing date: 25th September 1975.

**PROGRAMMER/OPERATOR**  
Required for term time only (approximately 32 weeks per year). Experienced scientific FORTRAN programmer. Duties include transfer of developed material to the Paisley installation, operation of the computer laboratory and giving assistance to users of implemented material. Starting salary based on proportion of full-time salary up to £2,157 per annum (under review).

Application form and further information available from the Principal, Paisley College of Technology, Glasgow, G12 8JL (ref. 041-321411). Closing date: 25th September 1975.

**STOCKSBRIDGE COLLEGE OF FURTHER EDUCATION**  
Applications are invited for the following posts to commence as soon as possible:

### LECTURER II

to be responsible for in-service and teacher training courses and the learning resource centre.

Salary will be in accordance with the Burnham 1974 F.E. Report.

Application forms and further particulars may be obtained from:

The Principal, Stocksbridge College of Further Education, Hole House Lane, STOCKSBRIDGE, Sheffield S30 6BN.

to whom completed application forms should be returned within ten days of the appearance of this advertisement.

## COLLEGES OF FURTHER EDUCATION continued

### WARWICKSHIRE

#### LEICESTER COLLEGE OF FURTHER EDUCATION

#### DEPARTMENT OF ART AND DESIGN

#### LECTURER IN FASHION DESIGN

#### Applications are invited for the post of LECTURER in Fashion Design to teach the following subjects:

#### 1. Fashion Design

#### 2. Textiles

#### 3. Pattern Cutting

#### 4. Sewing

#### 5. Drapery

#### 6. Fashion Illustration

#### 7. Fashion Marketing

#### 8. Fashion History

#### 9. Fashion Accessories

#### 10. Fashion Photography

#### 11. Fashion Journalism

#### 12. Fashion Design

#### 13. Fashion Design

#### 14. Fashion Design

#### 15. Fashion Design

#### 16. Fashion Design

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#### 32. Fashion Design

#### 33. Fashion Design











### School Teachers - South Pacific

PT International Nickel Company, a subsidiary of the International Nickel Company of Canada Limited, requires two primary school teachers for a two year period at its nickel project on the island of Sulewesi.

#### PRIMARY SCHOOL TEACHER AT SOROAKA

#### PRIMARY SCHOOL TEACHER AT MALILI

The successful applicants will teach general subjects to children in the equivalent of North American Grades 1-6, age group approximately 5-11 years; contribute to curriculum development of total school programme with particular emphasis on primary school programmes; contribute to school curricular activities in Arts & Crafts, Music & Physical Education; and offer specialist skills suitable for children's club activities.

Applicants must be qualified primary school teachers and previous experience in a remote overseas location would be an asset. Salary will be commensurate with qualifications and experience, and comprehensive expatriate benefit plans include generous relocation assistance.

Interviews will be conducted in the U.K. in London. Please apply in writing, giving brief details of education and experience to:

The Personnel Administrator,  
International Nickel Limited,  
Thames House,  
Millbank,  
London SW1P 4QF

**INCO**

INTERNATIONAL NICKEL LIMITED

### TECHNICAL EDUCATION

#### Brazil

Applications are invited in the following disciplines for posts at the North East Centre of Technology, Salvador, Bahia. The duties involve assisting in their respective disciplines, with the development of curriculum and teaching facilities, liaison with industry, design of evaluation procedures, staff training, some teaching and the training of a local counterpart. Appointment for 2 years.

- (1) **Petro-Chemistry:** applicants should be qualified in Industrial Chemistry/Chemical Engineering with particular emphasis on chemistry of Petroleum Derivatives.
- (2) **Mechanical Engineering:** applicants should be MIE or MIEChE or be graduates in Mechanical Engineering with teaching experience in strength of materials, heat engines, hydraulics etc at HND level.
- (3) **Electrical Engineering:** applicants should be MIEE or graduates in Electrical Engineering with teaching experience in electrical machines, measurements, generation, transmission etc.
- (4) **Telecommunications:** applicants should be MIEE or MIEChE with emphasis on telecommunications; and have teaching experience in radio, line transmission, micro-waves etc. Non-qualified persons with good teaching experience at HND level should apply.
- (5) **Civil Engineering (Buildings):** applicants should be professionally qualified as IOR or Degree in building or roads construction plus teaching experience. Knowledge of Portuguese essential; short course available.

#### Ecuador

#### LABORATORY TECHNICIANS

Applications are invited in the following disciplines for posts at the Polytechnic of Litoral. Appointment for 2 years.

- (1) **Mechanical Engineering:** to help install laboratory facilities with regard to areas of fluids, heat transfer, and internal combustion machines. To undertake teaching duties and train a local counterpart.
  - (2) **Electrical/Electronic Engineering:** to help with installation of an industrial control laboratory and a laboratory for power systems which includes an IBM Computer. This duties will also involve all associated laboratory and teaching duties.
- Knowledge of Spanish desirable. Short course available. Terms: (a) Remuneration: Salary in excess of current UK earnings plus a tax free overseas allowance. Superannuation rights may be safeguarded and all emoluments are paid by the British Government. Other benefits include free family passages, paid leave, children's education allowances and free accommodation and medical attention. Applicants should be citizens of the United Kingdom.
- For full details and an application form please reply indicating post, concerned, and giving details of age, qualifications and experience to:

Appointments Officer,  
Ministry of Overseas  
Development

Room 317/MS, Eland House,  
Stephens Road, London, SW1E 6DH

### OVERSEAS Appointments continued

#### WEST INDIES

#### STANTON HAY HIGH SCHOOL

1700 Bushy Park, St. Vincent, 1978. The school is seeking a qualified teacher to teach Mathematics, Science, and English. Salary is \$10,000 per annum. Applications should be sent to the Headmaster, Stanton Hay High School, St. Vincent, West Indies.

#### LESOTHO

#### MOHOBATHO HUMAN SCHOOL

1700 Bushy Park, St. Vincent, 1978. The school is seeking a qualified teacher to teach Mathematics, Science, and English. Salary is \$10,000 per annum. Applications should be sent to the Headmaster, Stanton Hay High School, St. Vincent, West Indies.

Details of salary, housing and other assistance available on request. Interview will be held in London. Apply with curriculum vitae and the name of at least one referee to the Personnel Administrator, International Nickel Limited, Thames House, Millbank, London SW1P 4QF.

#### IRAN

#### AMERICAN IRANIAN SOCIETY

Offers an interesting teaching position for a qualified teacher to teach Mathematics, Science, and English. Salary is \$10,000 per annum. Applications should be sent to the Headmaster, Stanton Hay High School, St. Vincent, West Indies.

Applications stating date of birth, qualifications and experience and names of three referees along with a recent photograph should be submitted immediately by air mail to: Personnel Administrator, International Nickel Limited, Thames House, Millbank, London SW1P 4QF.

### Administration

### Local Education Authority

#### HAIRFORTH

#### HAIRFORTH DISTRICT COUNCIL

80, 1 & 2, 24, 25 to 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

Applications are invited from suitably qualified persons for the post of Administration Officer. The successful candidate will be responsible for the day-to-day running of the Authority's administrative services. The post is full-time and requires a minimum of five years' experience in a similar post. The salary is £5,000 per annum. Applications should be sent to the Chairman, Hairforth District Council, 80, 1 & 2, 24, 25 to 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

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### KIRKES (METROPOLITAN COUNCIL) RUDDERSHOP COMMUNITY COLLEGE

New North Road, Huddersfield B.S.C., W. A. 100, F.R.I.C., 1978.

#### DEPARTMENT OF EDUCATION RESOURCES

#### SAFETY ADVISER

Applications are invited for the post of Safety Adviser from 1st January 1978. The successful candidate will be responsible for the day-to-day running of the Authority's administrative services. The post is full-time and requires a minimum of five years' experience in a similar post. The salary is £5,000 per annum. Applications should be sent to the Chairman, Hairforth District Council, 80, 1 & 2, 24, 25 to 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100.

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## KENT County Council Education Committee

### GENERAL INSPECTORS (2 posts) Salary £5,850 x £180 (4)-£6,570 For English and Physical Education

to be responsible for general work with schools in an area of the County and for the development of their particular subject in all County Schools. Specialist qualification in their subjects.

### ASSISTANT INSPECTOR Salary £4,695 x £159 (4)-£5,331 For Adult Education

Experience of Adult Education is expected together with an interest in at least 2 of the following fields: Adult Literacy, the In-Service Training of Adult Education Teachers, and the development of Women's Subjects. Salary scales above are at present under review. Assistance with removal expenses in approved areas. Further particulars and application form from W. H. Pelly, County Education Officer (G), Springfield, Maidstone ME15 2JG. Closing date 3rd October.

## ADMINISTRATION General continued

### BBC SCHOOL BROADCASTING COUNCIL FOR SCOTLAND

#### EDUCATION OFFICER

To be responsible for educational work on school broadcasting mainly in the Northern Regions and the evening and night study of school broadcasting. The post involves liaison with educational institutions and the production of educational programmes. The post is based in Aberdeen. Salary: £5,054 per annum (plus £1,000 for housing allowance) to £5,654 per annum (plus £1,000 for housing allowance). The post is full-time. Applications should be sent to the BBC, School Broadcasting Council, 100, George Street, Glasgow G2 7JL. Closing date 10th September 1975.

### LONDON NATIONAL CHILDREN'S DEVELOPMENT OFFICER (Children's Centre)

The Bureau is looking for a Development Officer for its Children's Centre at the Angel, Islington, to help evolve and develop the Centre's work. Further particulars and application form from W. H. Pelly, County Education Officer (G), Springfield, Maidstone ME15 2JG. Closing date 3rd October.

tion in education or the multi-cultural field, and particular interest in developing inter-cultural approaches to child care. The post involves liaison with educational institutions and the production of educational programmes. The post is based in London. Salary: £5,054 per annum (plus £1,000 for housing allowance) to £5,654 per annum (plus £1,000 for housing allowance). The post is full-time. Applications should be sent to the BBC, School Broadcasting Council, 100, George Street, Glasgow G2 7JL. Closing date 10th September 1975.

### LONDON UNION OF YOUTH CLUBS

Required as soon as possible to be responsible for the development of youth work in London with help of part-time workers. The post involves liaison with educational institutions and the production of educational programmes. The post is based in London. Salary: £5,054 per annum (plus £1,000 for housing allowance) to £5,654 per annum (plus £1,000 for housing allowance). The post is full-time. Applications should be sent to the BBC, School Broadcasting Council, 100, George Street, Glasgow G2 7JL. Closing date 10th September 1975.

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### MANCHESTER TEACHERS' ADVISORY COUNCIL ON ADOLESCENT DRUGS

Applications are invited for this new post involving advice and guidance to teachers on the use of drugs. The post involves liaison with educational institutions and the production of educational programmes. The post is based in Manchester. Salary: £5,054 per annum (plus £1,000 for housing allowance) to £5,654 per annum (plus £1,000 for housing allowance). The post is full-time. Applications should be sent to the BBC, School Broadcasting Council, 100, George Street, Glasgow G2 7JL. Closing date 10th September 1975.

### REDDRIDGE SPORTS CENTRE TRUST ASSISTANT MANAGER

The Trust is looking for an Assistant Manager to be responsible for the day-to-day running of the Centre. The post involves liaison with educational institutions and the production of educational programmes. The post is based in Reddridge. Salary: £5,054 per annum (plus £1,000 for housing allowance) to £5,654 per annum (plus £1,000 for housing allowance). The post is full-time. Applications should be sent to the BBC, School Broadcasting Council, 100, George Street, Glasgow G2 7JL. Closing date 10th September 1975.

### FIELD OFFICER (SCHOOLS)

to assist in the promotion of health education in schools, mainly by helping to disseminate the Council's curriculum development projects, and working in close association with the Schools Council. These projects include new developments in the teaching of personal relationships and other topics. Other duties will involve liaison with LEAs, assisting in the preparation of a leaflet for teachers, and the production of a booklet for parents.

### FIELD OFFICER (TRAINING)

to assist in the development, supervision and servicing of part-time training in health education methods in colleges throughout England, Wales and N. Ireland. Other duties will include the promotion of health education within the basic training of health service staff, and assisting with the planning and execution of conferences and seminars promoting health education among health and other workers.

The post would suit a qualified teacher, ideally with College of Education experience, who is looking for an opportunity to broaden his or her horizons. Subject background is not important; but a wide interest in curriculum development will be expected.

The starting salaries will be on the scale of £4,620 to £5,070 (including London weighting allowance).

Job Descriptions and Application Forms, to be returned by Friday, 3rd October, 1975, are available from W. A. Teague, Health Education Council, 78 New Oxford Street, London WC1A 1AH. Tel: 01-637 1281.

The Health Education Council

## Senior Education Officer (Schools)

Applications are invited from candidates with a good degree, teaching experience and substantial administrative experience with a Local Education Authority to be responsible for the Authority's Primary, Secondary and Special Schools.

Mortgage facilities (temporarily suspended subject to funds being available), 100% removal expenses, generous assistance towards relocation costs, temporary housing accommodation for up to two years, £10 per week lodging allowance (up to 4 months) in certain cases.

Further particulars and application forms available from the Chief Executive and Town Clerk, P.O. Box 66, Civic Centre, Silver Street, Enfield EN1 3AA. (Telephone 01-866 6563 Ext. 2499) to be returned by 24th September 1975. Please quote ref: C/GD/609.



London  
Borough  
of  
Enfield

## TRANSWORLD PUBLISHERS

are looking for an ASSISTANT in their Education Children's Book Department.

The post requires an aptitude for administration and organization. An ability to work as a member of a team is essential.

A practical knowledge of publishing is an advantage. The successful candidate will be responsible for the editorial and production of children's books.

The post offers the applicant an opportunity for a growing role in the development of educational publishing. The successful candidate will be responsible for the editorial and production of children's books.

Salary negotiable.

Apply in writing to Philip Hamann, Marketing Director, Transworld Publishers Ltd., Cavendish House, 57-59, Bridge Road, Lilling W5 6BA.

## YORK COLLEGE OF CRAFT EDUCATION SUMMER SCHOOL ST. JOHN'S COLLEGE DEPUTY DIRECTOR

Required immediately for organization of summer school, 25th July to 7th August, 1976. The post involves liaison with educational institutions and the production of educational programmes. The post is based in York. Salary: £5,054 per annum (plus £1,000 for housing allowance) to £5,654 per annum (plus £1,000 for housing allowance). The post is full-time. Applications should be sent to the BBC, School Broadcasting Council, 100, George Street, Glasgow G2 7JL. Closing date 10th September 1975.

## ESSEX COUNTY COUNCIL

### Advisory Teacher Scale 4

Applications are invited from teachers with experience in this field to assist with the establishment of a new unit, to take part in research and to take part in the development of the unit. The post involves liaison with educational institutions and the production of educational programmes. The post is based in Essex. Salary: £5,054 per annum (plus £1,000 for housing allowance) to £5,654 per annum (plus £1,000 for housing allowance). The post is full-time. Applications should be sent to the BBC, School Broadcasting Council, 100, George Street, Glasgow G2 7JL. Closing date 10th September 1975.

Generous scheme of grants for lodging, removal and disturbance expenses.

Closing date 28th September, 1975.

Application form and further details may be obtained from the County Education Officer, Thredstone House, Market Road, Chelmsford.

## HARINGEY EDUCATION SERVICE

### EDUCATION OFFICER (DEVELOPMENT)

£6990.- £7668  
The second-tier post calls for considerable and successful experience in the forward educational planning of the authority on its capital programme. The post involves liaison with educational institutions and the production of educational programmes. The post is based in Haringey. Salary: £5,054 per annum (plus £1,000 for housing allowance) to £5,654 per annum (plus £1,000 for housing allowance). The post is full-time. Applications should be sent to the BBC, School Broadcasting Council, 100, George Street, Glasgow G2 7JL. Closing date 10th September 1975.

### ASSISTANT EDUCATION OFFICERS

(i) Secondary School  
(ii) Special and Compensatory Education  
£6150 - £6825  
These are three tier posts in the Department, one of which will assist the Education Officer (Schools) on the particular aspects of Secondary Education and the other Special and Compensatory Education. Previous successful teaching experience and degree qualification required. Recent relevant experience as a professional assistant an advantage.

### PROFESSIONAL ASSISTANTS (2)

£4950 - £5511  
We need two capable assistants to work with our team of Education Officers in one of their main spheres of professional activity with school or further education administration. Capability will not pre-suppose previous experience, although a successful teaching background will be an advantage, as will a degree or other relevant professional qualification.

Essential Car Allowance are attached to the E.O. and A.E.O. posts. Generous conditions of service include, in appropriate cases, disturbance and travelling allowance, leave and expenses in searching for accommodation and moving house, legal fees for house sale and purchase and lodging allowance.

Application forms from Chief Education Officer, Haringey Education Service, London N17. Returnable by 28th September 1975.

## Child Care

### HUMBERSIDE COUNTY COUNCIL EDUCATION DEPARTMENT

Two full-time posts are available in the Education Department. The posts involve liaison with educational institutions and the production of educational programmes. The posts are based in Humberside. Salary: £5,054 per annum (plus £1,000 for housing allowance) to £5,654 per annum (plus £1,000 for housing allowance). The posts are full-time. Applications should be sent to the BBC, School Broadcasting Council, 100, George Street, Glasgow G2 7JL. Closing date 10th September 1975.

### SANDWELL LOCAL AUTHORITY EDUCATION DEPARTMENT

Two full-time posts are available in the Education Department. The posts involve liaison with educational institutions and the production of educational programmes. The posts are based in Sandwell. Salary: £5,054 per annum (plus £1,000 for housing allowance) to £5,654 per annum (plus £1,000 for housing allowance). The posts are full-time. Applications should be sent to the BBC, School Broadcasting Council, 100, George Street, Glasgow G2 7JL. Closing date 10th September 1975.

### WILTSHIRE COUNTY COUNCIL EDUCATION DEPARTMENT

Two full-time posts are available in the Education Department. The posts involve liaison with educational institutions and the production of educational programmes. The posts are based in Wiltshire. Salary: £5,054 per annum (plus £1,000 for housing allowance) to £5,654 per annum (plus £1,000 for housing allowance). The posts are full-time. Applications should be sent to the BBC, School Broadcasting Council, 100, George Street, Glasgow G2 7JL. Closing date 10th September 1975.

## Association of Teachers in Technical Institutions

### HIGHER EDUCATION OFFICER

Applications are invited for the above post. The Higher Education Officer will be responsible for all aspects of Higher Education (including Teacher Training). Experience in Higher Education in the public sector is desirable.

Salary within the range of Heads of Department III/IV (£8,231 to £7,632) plus inner London Allowance.

Applications should be received by Friday, September 26th.

Details may be obtained from the General Secretary, ATTI, Hamilton House, Mabledon Place, London WC1H 9BH. Tel: 01-387 8808.

## East Sussex Area Health Authority EASTBOURNE HEALTH DISTRICT

### Health Education Officer

Salary £3,534-£4,344 (Scale 4)

Applications are invited from suitably qualified candidates for the above post. It is hoped to recruit from a background in either teaching, community nursing or related professions. A diploma in Health Education would be an added advantage. The successful applicant will work in the Eastbourne Health District and become part of an established team. The post calls for initiative, knowledge of current developments and proven ability to communicate at all levels.

Application forms and further particulars obtainable from the District Personnel Officer, Eastbourne Health District, Avenue House, The Avenue, Eastbourne. Tel: Eastbourne 37121. Closing date 6th October, 1975.

## Education Department

### Professional Assistant

Salary within a scale rising to £2,535 p.a. inc. plus Essential User car allowance. Applicants should be qualified teachers, preferably with a good honours degree and not less than 6 years' successful teaching experience. The vacancy is for a promotion within the department. These posts, 3 altogether, will provide an entry into Education Administration and previous experience is not essential.

The Council offers in approved cases temporary housing accommodation, legal costs up to £400, disturbance allowance of £100, 100% removal expenses and a temporary lodging allowance of £12 per week.

Further details and an application form can be obtained from the Chief Education Officer, Municipal Offices, High Road, Leyton E15 5GJ. Tel: 0206 3650.

Closing date: 28th September, 1975. Ref: G 241

## London Borough of Waltham Forest

## PLYMOUTH POLYTECHNIC

### Assistant Registrar (PUBLICATIONS)

Grade AP3 (£2922-£3282)  
Required to organise publicity, press releases, mailing, and to assist with ceremonial occasions; to edit centrally based publications; co-ordinate planning of publicity and general advertising and maintain cost effective statistics.

Applicants should be articulate, of good appearance, have a good written style and possibly have had some Public Relations experience. A degree or equivalent professional qualification is expected.

Further details and application form from the Personnel Officer (Ref: YES 12/6).

PLYMOUTH POLYTECHNIC, DRAKE CIRCUS, PLYMOUTH PL4 8AA

## Educational Psychologists

### BARKING LOCAL AUTHORITY EDUCATION DEPARTMENT

Two full-time posts are available in the Education Department. The posts involve liaison with educational institutions and the production of educational programmes. The posts are based in Barking. Salary: £5,054 per annum (plus £1,000 for housing allowance) to £5,654 per annum (plus £1,000 for housing allowance). The posts are full-time. Applications should be sent to the BBC, School Broadcasting Council, 100, George Street, Glasgow G2 7JL. Closing date 10th September 1975.

### BRENT LOCAL AUTHORITY EDUCATION DEPARTMENT

Two full-time posts are available in the Education Department. The posts involve liaison with educational institutions and the production of educational programmes. The posts are based in Brent. Salary: £5,054 per annum (plus £1,000 for housing allowance) to £5,654 per annum (plus £1,000 for housing allowance). The posts are full-time. Applications should be sent to the BBC, School Broadcasting Council, 100, George Street, Glasgow G2 7JL. Closing date 10th September 1975.

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## NATIONAL FEDERATION OF WOMEN'S INSTITUTES

### BURSAR

for  
DENMAN COLLEGE,  
Independent Adult Education Centre,  
Nr. Abingdon, Oxfordshire

A residential Bursar required for NWFI College offering short term residential courses to over 4,000 students per annum. Applicants, men or women, married or single, will be required to supervise and direct work on the Estate, and oversee the domestic arrangements as well as take the accounts to Audit. Ability to get on well with people essential. Preferred age range 35-50.

Good salary with accommodation provided.

Further details from Mrs. Anne Ballard, General Secretary, NWFI, 28 Eccleston Street, London SW1W 8JY, to whom applications, enclosing a full curriculum vitae should be addressed by 25 September 1975. Please mark envelopes 'Private'.

## METROPOLITAN BOROUGH OF SANDWELL Department of Education

### EDUCATIONAL PSYCHOLOGISTS

Applications are invited from fully qualified and experienced educational psychologists for the above posts in the Child Psychology Service which is fully integrated with the Education Service and has close links with other supporting services. Qualified applicants with three years' suitable experience may be offered senior appointments with responsibility for designated areas of work and localities.

Successful applicants may be placed in the top range of the Sandwell Scales for Educational Psychologists up to a maximum of £6,030 per annum.

These appointments have been designated as key posts and successful applicants may qualify for removal and settlement expenses up to a maximum of £5,000 together with a lodging allowance for a period not exceeding three months. Casual user car allowance payable.

Application forms from and returnable to G. A. Brindon, Director of Education, P.O. Box 41, Highfield, High Street, West Bromwich, West Midlands B70 8RG.

## Southwark Social Services

### DEPUTY SUPERINTENDENT

RESIDENT OR NON-RESIDENT

£2,607-£2,853 plus £150 London Allowance

£2,607-£3,096 plus £361 London Weighting

A further allowance of £150 per annum is payable to those holding a relevant qualification.

SOUTHWARK is a large inner London borough with a population of over 200,000. The Social Services Department is a major agency in the borough and is responsible for the care and protection of children and young people, the care of adults with mental health problems, and the care of the elderly.

We are looking for a qualified person with relevant experience to act as Deputy Superintendent. The successful candidate will be responsible for the day-to-day running of the Department and will report to the Superintendent.

Your responsibilities would include:

- Supervision of the work of the Social Services Department.
- Supervision of the work of the Social Services Department.
- Supervision of the work of the Social Services Department.

Good staff accommodation is available for those wishing to be based in the borough, which is a large and thriving area.

For an informal discussion or visit to the borough, please contact the Social Services Department on 01-701 6161.

Telephone 01-701 6161 for an application form and details of the post.

Non-resident applicants should send their application form to the Personnel Officer, Southwark Social Services, P.O. Box 27, Newington, London SE1 6NU.

Closing date: 28th September, 1975.

Southwark Social Services

Southwark Social Services

Southwark Social Services

Southwark Social Services

Southwark Social Services

Southwark Social Services

Southwark Social Services

Southwark Social Services



# LANCASHIRE EDUCATION AUTHORITY

## Appointment of Qualified Educational Psychologists

Applications are invited for appointment to the above mentioned posts in the following Areas:

Area 1—(Districts 1 & 2—Lancaster & Wyre)  
Area 2—(Districts 3, 4 & 5—Blackpool, Fylde & Preston)  
Area 3—(Districts 6, 7 & 8—Blackburn, Ribblesdale & Burnley)  
Area 4—(Districts 9, 10 & 11—Blackburn, Ribblesdale & Burnley)  
Area 5—(Districts 12, 13 & 14—Burnley, Pendle & Rossendale)

Applicants should possess an Honours degree in Psychology, teaching experience and post graduate training in educational psychology or equivalent qualification.

Salary: Education Psychologists Scale, Points 6-22 (£3,225-£5,670 p.a.), but it is envisaged that the appointments will be made within the points range 16-22 (£4,625-£5,670 p.a.) according to experience and qualifications.

Successful applicants will be appointed to one of the Area Teams consisting of 3 to 4 Educational Psychologists, led by a Senior Educational Psychologist.

Application forms and further particulars obtainable from the Chief Education Officer, Education Department, County Hall, Preston, PR1 8R, to whom completed application forms should be returned by 30th September, 1975, quoting reference A270/10/19/1.

# GATESHEAD METROPOLITAN BOROUGH COUNCIL

## Department of Education

Applications are invited for the following post:

## EDUCATIONAL PSYCHOLOGIST

Southern points 14-18 (£4,377-£5,013)

The new authority of Gateshead Metropolitan Borough Council which comprises rural, suburban and urban areas, is well provided with special educational facilities and an additional Educational Psychologist is required to work on an area basis.

The successful candidate will preferably be a fully qualified and experienced Educational Psychologist and will receive the salary stated above.

However, applications will be considered from persons with a good honours degree in psychology and with appropriate teaching experience, who would take up a Trainee post, in the first instance, at a salary of £3,225-£3,765 (points 6-10).

Application forms obtainable from the Director of Personnel and Management Services, 16 Regent Terrace, Gateshead NE6 1LU, returnable by 25th September, 1975.

# METROPOLITAN BOROUGH OF SOLIHULL

## Educational Psychologist

(Post No. C 976 J)

A post in an established team within the School Psychologists Service. Candidates should possess an Honours Degree in Psychology (or equivalent), teaching experience and post-graduate training.

Salary on Southern Range £4,218-£4,854 (under review). Essential user car allowance, 100% household removal expenses. Grant of up to £300 towards expenses incurred in purchase and sale of housing accommodation. Council housing may be available.

Further particulars and forms of application from the Director of Education, P.O. Box 20, Council House, Solihull, West Midlands. Closing date, 3rd October, 1975.

# EDUCATION DEPARTMENT

## Educational Psychologist

(A Post) HOPS 24-27

These specific training posts are in the County Psychologist Service. The successful candidate will be based at County Hall, Southgate and Blackley respectively. The successful candidate will be required to provide a service to schools in the area, including the provision of advice and guidance to teachers and parents. The successful candidate will be required to provide a service to schools in the area, including the provision of advice and guidance to teachers and parents. The successful candidate will be required to provide a service to schools in the area, including the provision of advice and guidance to teachers and parents.

# Humberside County Council

# EXAMINERS Appointments continued

## UNION OF EDUCATIONAL INSTITUTIONS

EXAMINERS 1975-76

Applications are invited from suitably qualified persons for the post of Examiner in the following subjects:

Area 1—(Districts 1 & 2—Lancaster & Wyre)  
Area 2—(Districts 3, 4 & 5—Blackpool, Fylde & Preston)  
Area 3—(Districts 6, 7 & 8—Blackburn, Ribblesdale & Burnley)  
Area 4—(Districts 9, 10 & 11—Blackburn, Ribblesdale & Burnley)  
Area 5—(Districts 12, 13 & 14—Burnley, Pendle & Rossendale)

Applicants should possess an Honours degree in Psychology, teaching experience and post graduate training in educational psychology or equivalent qualification.

Salary: Education Psychologists Scale, Points 6-22 (£3,225-£5,670 p.a.), but it is envisaged that the appointments will be made within the points range 16-22 (£4,625-£5,670 p.a.) according to experience and qualifications.

Successful applicants will be appointed to one of the Area Teams consisting of 3 to 4 Educational Psychologists, led by a Senior Educational Psychologist.

Application forms and further particulars obtainable from the Chief Education Officer, Education Department, County Hall, Preston, PR1 8R, to whom completed application forms should be returned by 30th September, 1975, quoting reference A270/10/19/1.

# Ancillary Services

## AVON

WINDSOR, AVON, RG22 1PD

Applications are invited from suitably qualified persons for the post of Senior Librarian. The person appointed will be responsible for the overall organisation and supervision of the Library Service to the College as a whole including the Schools of Drawing and Painting, Design and Crafts, Sculpture, and the Departments of Architecture and Town and Country Planning.

Edinburgh College of Art is in the process of extending its building and its courses. New opportunities towards an expansionary policy will arise. The College is therefore looking for a candidate with sound Librarian experience who may have wider interests.

Salary scale, £4,587 - £6,262 (threshold payment now included in scale). The post is supernumerary. Remuneration up to £150 may be paid.

Application forms and further details can be obtained from:

The Secretary and Treasurer  
EDINBURGH COLLEGE OF ART  
Lauriston Place, Edinburgh EH3 8DF

to whom completed forms must be returned by Friday 10th October 1975.

Social Services Department

## Senior Adviser Children's Day Care

£3,827-£4,356 p.a. plus Essential Car Allowance

A sensitive imaginative person is needed to be responsible for standards of care for pre-school children who are the responsibility of the Social Services Department. This means:

giving professional advice on good practice in day care of young children;

promoting an understanding of the Council's standards by nursery organisers, the general public, parents and colleagues;

leading a team of staff.

Applicants' training and experience should ensure specialist knowledge of the needs of pre-school children and their families.

Informal inquiries welcomed by Beth Barker (Tel. 01-478 3020 ext. 205).

Job description and application form from:

Miss Margery H. Taylor, Director of Social Services, London Borough of Redbridge, Social Services Department, 17/23 Clements Road, Ilford, Essex, IG1 1BL.

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# ENGLISH AS A FOREIGN LANGUAGE

**LONDON, W.1.** Private school requires teachers of English as a foreign language. Full-time, part-time, evening, or weekend. Write to: 144, The Times, WC1X 8LZ.

## Appointments Wanted

**COUPLE**, experienced secondary school teachers, available for appointments in English as a foreign language. Write to: 144, The Times, WC1X 8LZ.

**EXPERIENCED TEACHER** (English) seeks appointments in English as a foreign language. Write to: 144, The Times, WC1X 8LZ.

**PERSONAL** science graduate, athletic, seeks appointments in English as a foreign language. Write to: 144, The Times, WC1X 8LZ.



## TEACHING ENGLISH TO ADULTS

Posts teaching English as a foreign language to Imperial Iranian Navy trainees will be available from 27th October at a base near Ipswich. Salary £2,200 + and other benefits such as free sports facilities and subsidised meals are available. Applicants must have a degree or equivalent and we are particularly interested in candidates with a background in electrical or mechanical work. Candidates must be available from 28th September for a four week EFL training course in London. Please contact Teacher Selection Department, International House, 40 Shaftesbury Avenue, London W1V 8JH (01-437 8167).



—one of the leading language schools in Europe for school students and adults requires for its Executive Centre in Hastings a young and dynamic

## COURSE DIRECTOR

for permanent employment as from 1st January 1978. He/she must be qualified and experienced in the teaching of English as a foreign language to adults at all levels. Applications with details of qualifications, experience, salary required, photograph and references should be submitted no later than 30th September 1975 to:

**EF Language Courses for Adults**  
At: Jeremy Hanson, Dir. of Studies  
EF House  
101, Cheltenham Road  
Bristol BS6 5RH

## United Kingdom Commonwealth Scholarship Commission—Rhodesia

Nominations for awards to be made in 1976 must be received by the Commonwealth Scholarship Commission in London by December 31, 1975. Any Rhodesian graduate, whether student, who wishes to apply for a scholarship for postgraduate studies is invited to write before October 31, 1975, to: Mr. P. C. Harper, Room 8314, Ministry of Overseas Development, Gladstone House, 111, Strand, London WC2N 6LP.

## Educational Courses

**BRADFORD THE UNIVERSITY**  
Part-time POSTGRADUATE DIPLOMA IN SOCIOLOGY OF EDUCATION.  
Applications are invited from qualified TEACHERS with at least two years' teaching experience for admission to a two-year part-time diploma in Sociology of Education. The diploma is designed for teachers who wish to gain a degree in Education or the Diploma in Education. All students register for the Diploma in Education in the first instance. The course will begin in October, 1976.  
Further particulars may be obtained from the Secretary, School of Education, University of Bradford, West Yorkshire BD7 1DQ. To whom completed application forms should be returned by 1st October, 1975.

**BRADFORD THE UNIVERSITY**  
M.Sc. IN EDUCATION  
Applications are invited from qualified teachers with at least five years' teaching experience for admission to a two-year part-time M.Sc. in Education. The course will begin in October, 1976. Further particulars may be obtained from the Secretary, School of Education, University of Bradford, West Yorkshire BD7 1DQ. To whom completed application forms should be returned by 1st October, 1975.

**BRADFORD THE UNIVERSITY**  
EDUCATIONAL STUDIES  
Applications are invited from qualified teachers with at least two years' teaching experience for admission to a two-year part-time diploma in Educational Studies. The diploma is designed for teachers who wish to gain a degree in Education or the Diploma in Education. All students register for the Diploma in Education in the first instance. The course will begin in October, 1976. Further particulars may be obtained from the Secretary, School of Education, University of Bradford, West Yorkshire BD7 1DQ. To whom completed application forms should be returned by 1st October, 1975.

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## Awards and Scholarships

**BRISTOL THE UNIVERSITY**  
CHORAL SCHOLARSHIP  
The University has instituted a Choral Scholarship for a student of the University of Bristol to study for a degree in Music. The scholarship is for three years and the successful candidate will be awarded a stipend of £1,000 per annum plus a bursary of £500 per annum. The scholarship is open to students of both sexes who are under 21 years of age at the time of application. Further particulars may be obtained from the Secretary, School of Music, University of Bristol, West Yorkshire BD7 1DQ. To whom completed application forms should be returned by 1st October, 1975.

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## Personal

### Announcements

**AGENCY REQUIRES TUTORS**  
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Tutors required to give private tuition in all areas and within 40 miles of London. Details and application form from: PERSONAL TUTORS 01-259 8120 01-490 3955 01-605 7725

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107, Tottenham Court Road, W.1  
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If you are considering house purchase, take advantage of our Free Service which provides the following special facilities: Mortgages up to 100 per cent. Advances up to three times the owner's or tenant's income taken into account. Further information without obligation please send full details to: Mortlock & Co. (Brokers) Ltd. 10, Gresham Street, London, E.C.2. Tel: 01-259 8120

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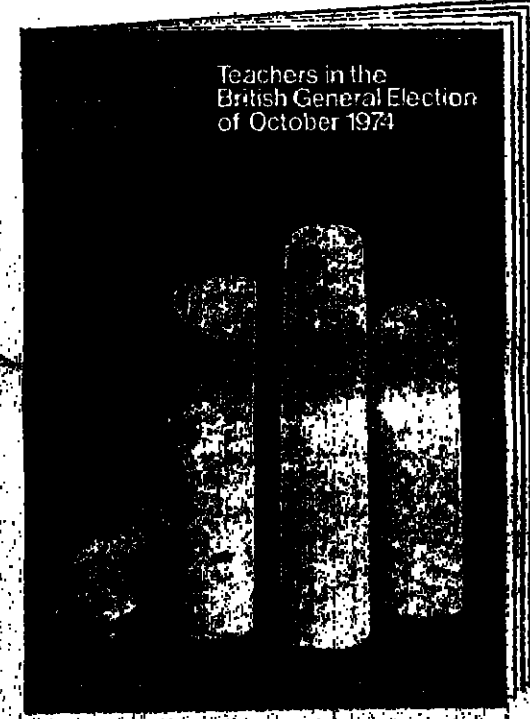
# Who cares What teachers think anyway?

Their political attitudes could only change the future.

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In a unique survey, commissioned through NOP on behalf of The Times Educational Supplement and The Times Higher Education Supplement, teachers' attitudes before and after the October 1974 election are investigated.

how did they expect to vote?  
how did they actually vote?  
where did they stand on political issues affecting education policy?  
how did voting behaviour reflect the strong conservative attitudes of teachers on educational questions?



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## Robin Wood on "Brechtian" films

Film is really intended for  
enthusiasts—interested—or-  
iginally interested—in develop-  
ment—experiments—of their  
own cutting could provide  
useful schools edition.

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*The Difference*. 16mm colour,  
80 mins. By Ronald Kiley and  
others. For Development of the  
Movement. Free loan from the  
National Film Library, Thomas  
House, Millbank, London

---

A lively little film is aimed  
at children in the 10 to 14  
age range. It is set in a flat  
in the built environment, be  
it village or urban, an understanding  
way one developed from the  
end of the importance of con-  
struction, architectural detail for

subject is given an immediate relevance because of the vision made with increasing interest and therefore increasing imagination. In contrast the view is a sequence of different of household furnishing, and later to the external appearance of houses and streets.

Groups stimulate curiosity about the variety of structural materials and decorative finishes. The origin of these is hinted at, if not stated, and the film concludes with a sequence of those taken in places where the human factor has been overruled by harsh requirements of mass housing and co-effectiveness.

An interesting study of the subject is introduced to the subject.

## Bernard Denyir



st of this programme consists  
performance of "Sound of an  
Age City" by Tim Sauter,  
I shows how taped natural  
from everyday life can be in-  
tered with sound from a con-  
onal orchestra.

ments in Sound (Friday)  
celebration of sound from the  
sound archives. There are three  
ences, "Imagination", "After  
" and "Yesterday is Tanno-

**two new series which will be shown this term**

## HISTORY AND THE HOME

The new series of *How We Used* life in a way that cannot be

There still exists a kind of

and secondary,  
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cut, white blood  
is examined as  
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anyone hiring or  
uld spend a few  
hem, as the in-

Cakes and Ale (BAC 308)

with good quality  
would have been  
mere 10-minute

the 'later' seventeenth century songs remind us that

Eric Laithwaite, president of the IEEE, said his views on AI were perceived Tuesday by members of the workshop this prime development of technology in over the past 50

...the forms is drawn  
provides a novel basis for

investigates the  
and performance  
by the develop-  
niques.  
(Thursday)  
programme consists  
of "Sound of an  
y Tim Souther  
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ay life can be in-  
und from a con-

contemporaneous but  
ahead in sophistication.

sound from the  
a. There are three  
nation" "After  
terday is Janu-

"A LITTLE BIT

OF IVORY?"

Like most of the poems which have survived in medieval manuscripts, the carvings are predominantly Christian in their subject: the virgin and child, together with

Like most of the people who have survived in medicine,

scripts, the carvings are predominantly Christian in their subject: the virgin and child, together with

other cultures and other

form might have seemed suited to the erotic rather

pictures would, how-  
ever, be to the secondary  
teacher and secondary,  
moved on to an account  
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his, myrcu, white blood  
bodies is examined as  
function of infection.  
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dying them, as the in-

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scaley sea-monster, a cr

and with good quality  
it would have been  
than a mere 10-minute  
e.

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programmes on Radio 3,  
from September 21 to

## FE and general

Professor Eric Laithwaite, College, gives his views on how sound is perceived.

series about underground

about the development of  
que and technology in  
casing over the past 50

A series exploring how music is perceived

tion: investigates the  
meters and performances  
affected by the develop-  
ment techniques.  
Topic: (Thursday)

...set to music, to tell  
Tolkien's life and achieve

ly" by Tim Sauer,  
is how taped natural  
everyday life can be in-  
with sound from a car-

me. Britain's great houses.  
Sir Henry Wood (61)

tion of sound from the  
archives. There are three  
"Reignation" "After  
"Yesterday Is Tomorrow"